THE GINN BASIC READERS

My Do and Learn Book

TO ACCOMPANY

THE LITTLE WHITE HOUSE

REVISED EDITION

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1961
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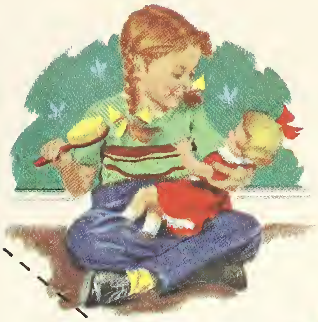
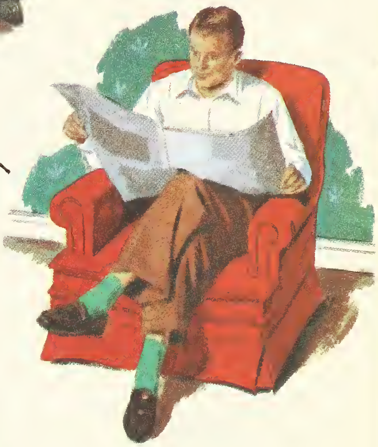
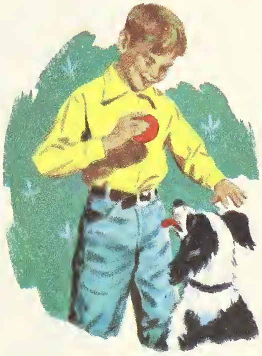


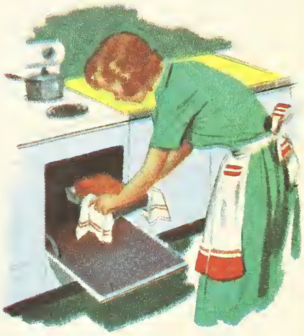
Father is at home.
Can you find Father?



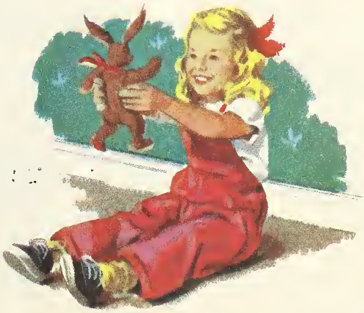
Betty is at home.
Can you find Betty?



Mother is at home.
Can you find Mother?



Tom is at home.
Can you find Tom?



Susan is at home.
Can you find Susan?

at home

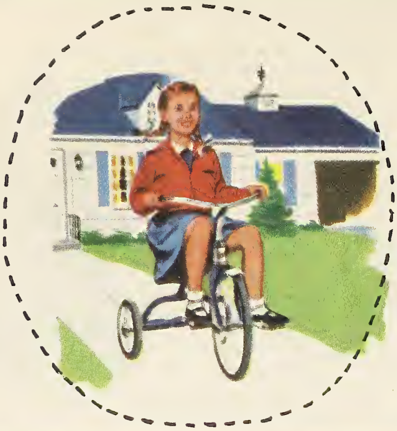
341525

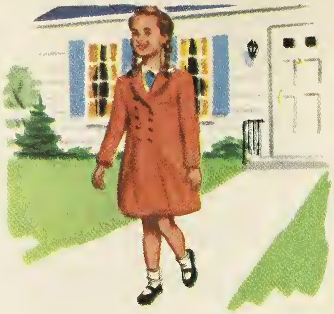
Look and Find

Look at Betty ride.

See Betty go fast.

Find Betty.

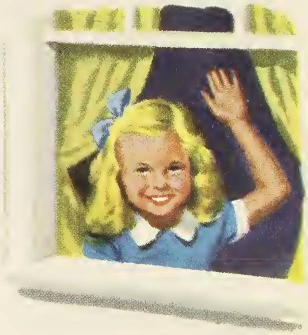




Susan is here.

Susan is at home.

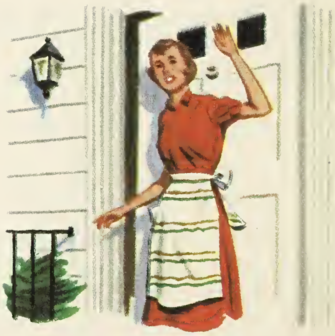
Find Susan.



Look at Mother.

Mother is at home.

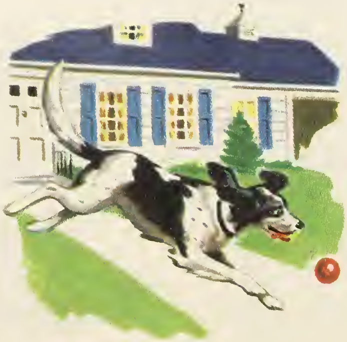
Find Mother.



Look at Flip.

See Flip go.

Find Flip.



Tom is not at home.

Now Tom is at home.

Flip can go fast.

Now Flip can not go fast.

Betty can not ride now.

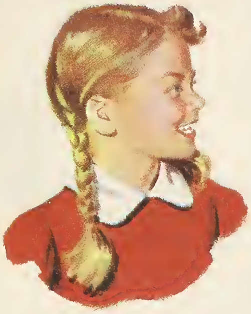
Now Betty can ride.

Tom can not get the apple.

Now Tom can get the apple.

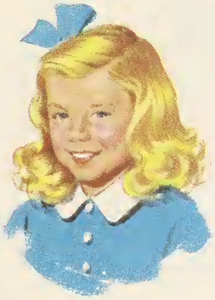
now

Listen and Find



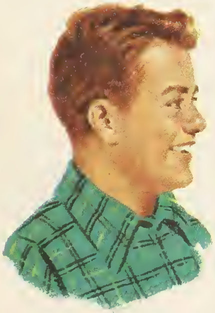
ball help Bunny

Betty Bunny here



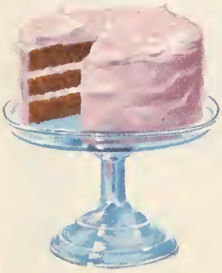
see said surprise

and apple Susan



ride Father fast

fast for red



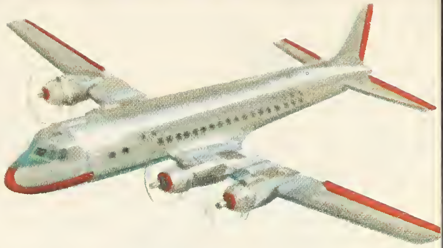
cake can see

said come cake

(Use with pages 9-12 in The Little White House)
PURPOSES: To develop auditory and visual recognition of the initial consonants b, s, f, and c; to promote good speech habits; to teach the directional term *listen*.

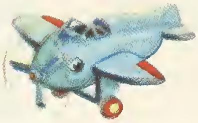
DIRECTIONS: First develop the page orally. Direct the children to look at the key picture and read the words in each row. Have them draw a line around each word which has the same beginning sound as the name of the key picture.

Here are the airplanes.



Find the funny airplane.

Now find the big airplane.



Here are the balls.

Find the funny ball for Susan.

Now find the big ball for Tom.

Here are the toys for Susan.

Find the big toy here.

Now find the funny toy here.

Here are the toys for Betty.

Find something big here.

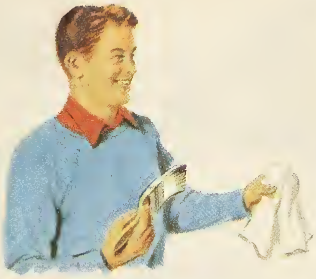
Now find something funny here.

are

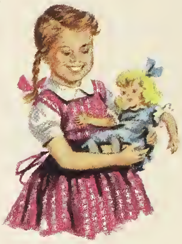
PURPOSES: To follow printed directions; to improve sentence meaning; to review the concepts of *big* and *funny*.

tells about. Remind the children to underline the new word are each time it appears on the page.

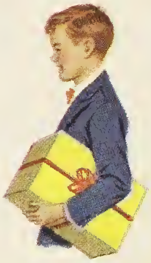
Ready to Paint



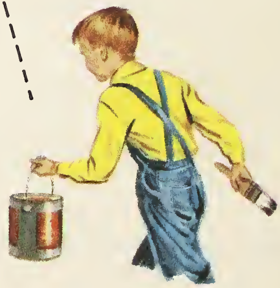
Here is Tom.
Now Tom is ready to paint.
Tom can paint this red.



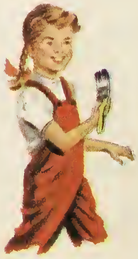
Here is Betty.
Betty can not help Father now.
Betty is not ready to paint.



Here is Betty.
Betty wants to help Father.
Now Betty is ready to paint.



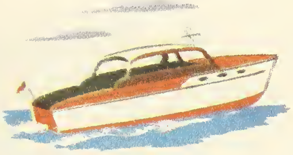
Here is Tom.
Tom can not help Father now.
Tom is not ready to paint.

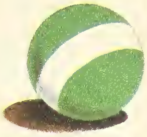


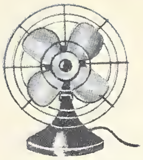
paint   ready

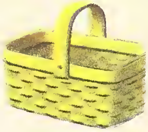
Betty

big



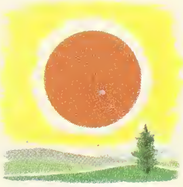


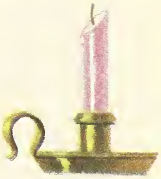


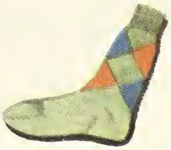


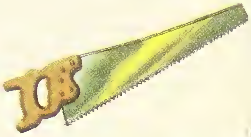
Susan

see



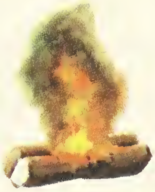


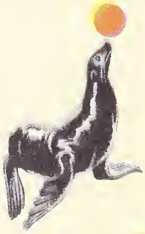


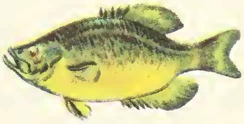


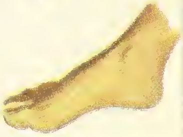
Father

fast



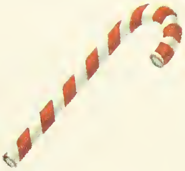


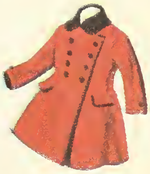


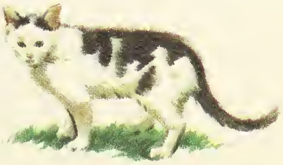


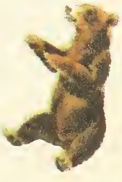
cake

can

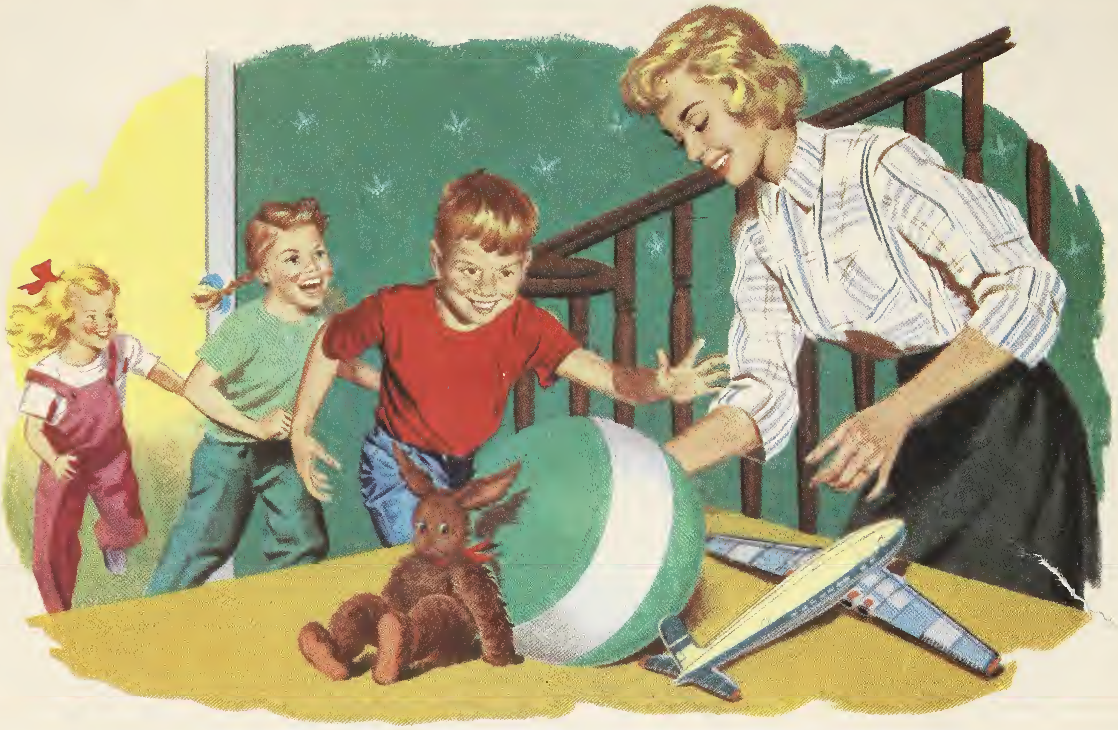








We Like Toys



Mother said, " Come, Tom.
Come here, Betty and Susan.
Here are the toys.
Come and get the ----."

paint toys

Tom said, " Get the toys.
I can get my toy.
I like my toy.
My toy is the ----."

airplane chair

Betty said, " Here we are.
My toy is green.
I like my big toy.
My toy is the ----."

ball cake

Susan said, "Come and see.
I see my toy.
I like my toy.
My toy is ----."

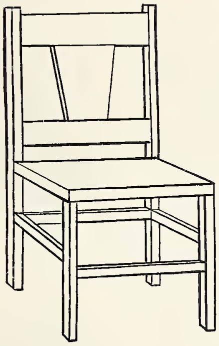
apple Bunny

like my

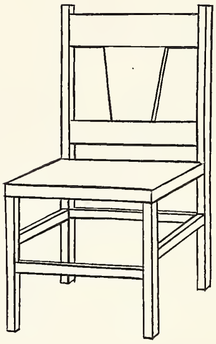
Colour this red.

Colour this green.

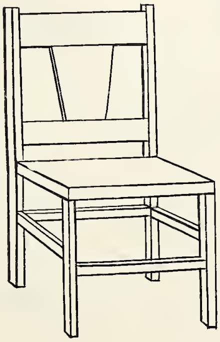
Colour this blue.



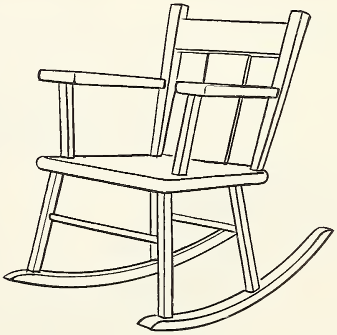
Susan said, "See my chair.
Colour my little chair green."



Betty said, "I like blue.
Colour my little chair blue."

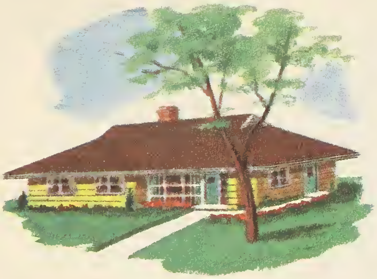


Tom said, "I like red.
Colour my chair red."

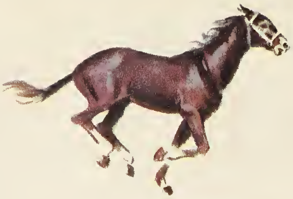


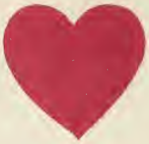
This chair is for you.
Colour this little chair.

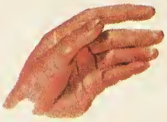
colour

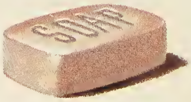


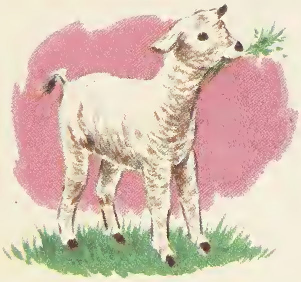
This is a h----.



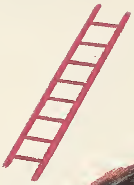


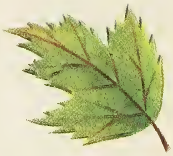


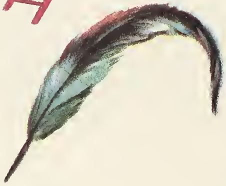


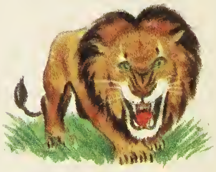


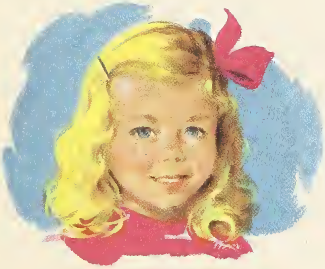
This is a l----.











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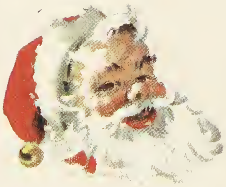
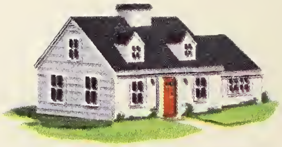
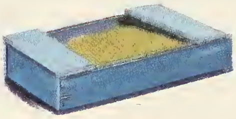
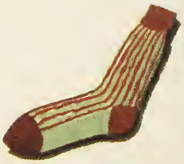
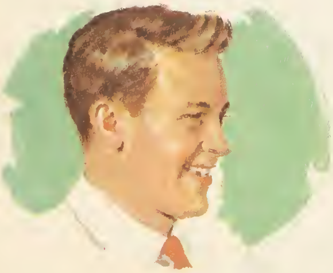


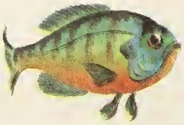


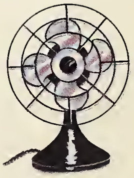


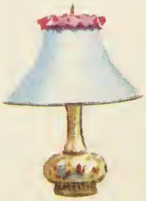


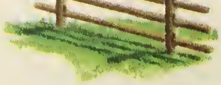


This is F----.



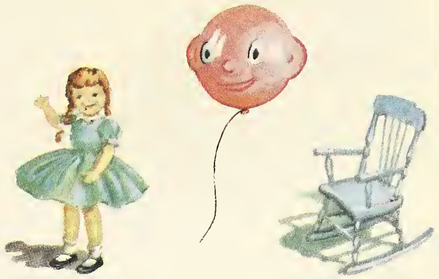






I have something funny.
This is something Susan likes.

Can you guess what I have?

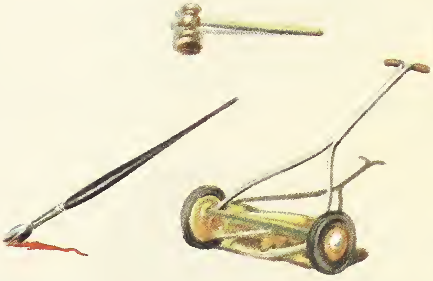


I have something little.
Betty can paint this blue.

Guess what I have.

Here is something big.
This is something for Father.

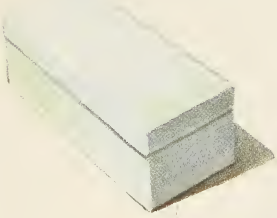
Guess what I have here.



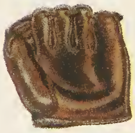
Here is something for a home.
Father can paint this now.

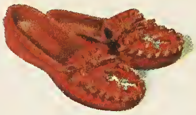
Can you guess what I have here?

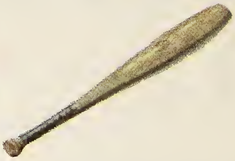
guess



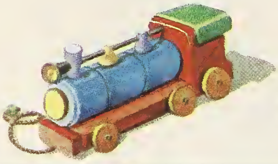
This is what Betty wants.
Guess what is in this white box.

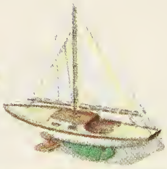


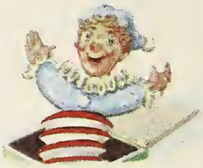




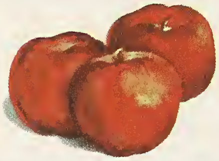
This is a funny surprise for Susan.
Guess what is in this box.

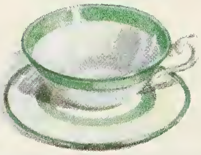


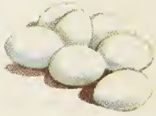




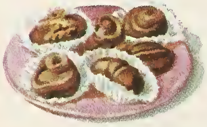
Here is a white box for Mother.
Guess what is in this white box.

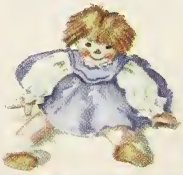


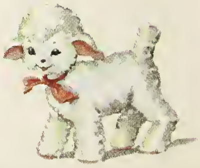


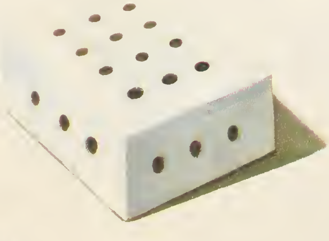


Here is a red box for Mother.
Guess what is in this box.

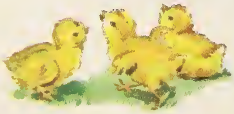


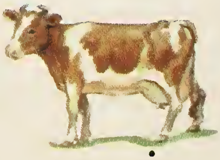


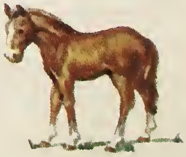




This is a white box for Tom.
Guess what is in this white box.

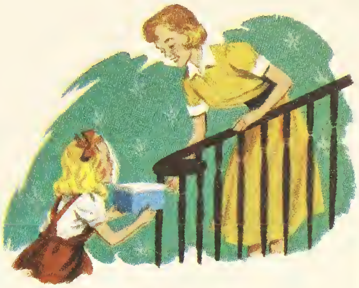




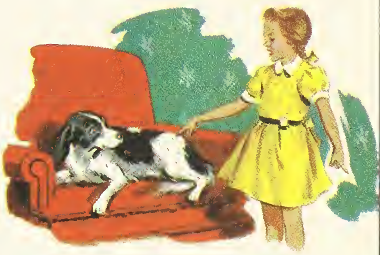


white box in

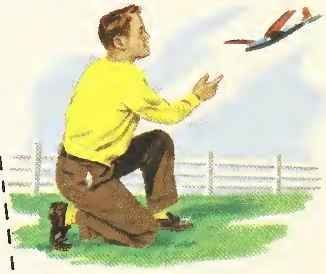
" Come down fast," said Tom.
" Come down now, Susan."



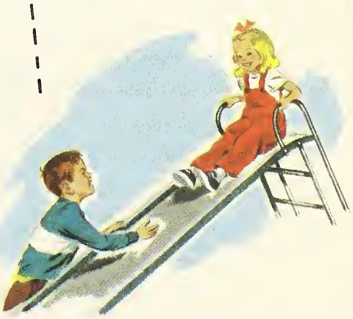
" Come down, Mother," said Susan.
" Come here and look in the box."



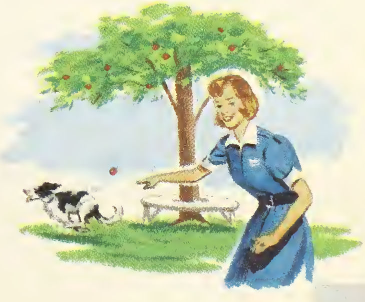
" Get down, Flip," said Betty.
" This chair is for Father."



" See the airplane," said Father.
" See the airplane come down."



" See the apple," said Mother.
" See funny Flip go fast ! "

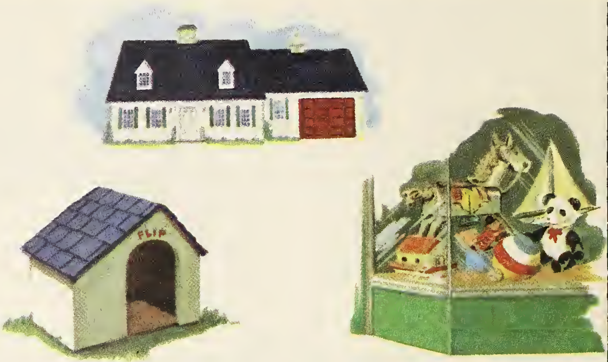


Here Flip is good.

Flip is not good now.

This is a good home for Tom.

Here is a good home for Flip.



This is a good box for toys.

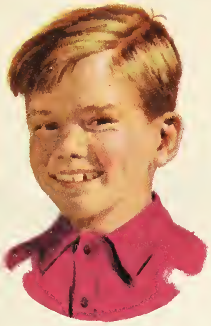
This toy box is not good.

This is a good chair for Father.

Here is a good chair for Susan.

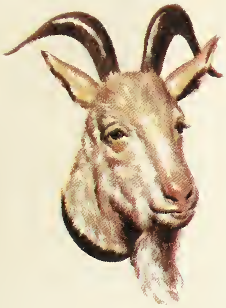
good

Listen and Find



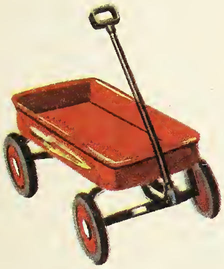
to look toys

make Tom toy



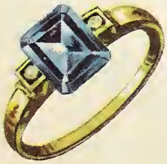
go play good

get paint guess



works come want

cake we work



red rides funny

ride dinner ready

Something for Patsy

This is little Patsy.

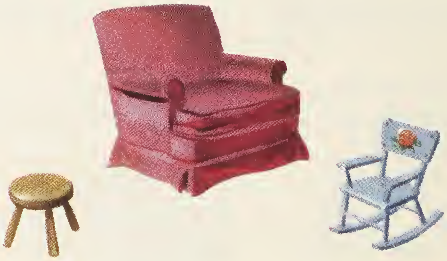
This is little Bunny.

See something white for Patsy.

See something red for Pony.

Here is a toy chair for Patsy.

Here is a red chair for Father.

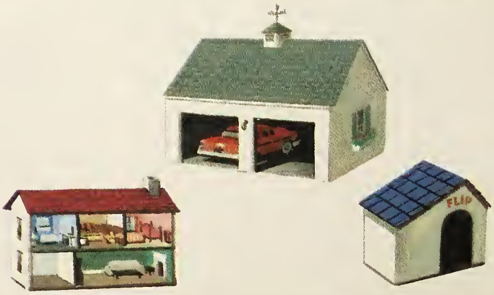


See something white for Patsy.

See something white for Betty.

This is a good home for Patsy.

This is a good home for Flip.



are in at	Patsy colour paint	at are not	look little like
are at big	come here home	my in are	paint colour look
little good guess	ready Patsy red	big box and	not now want
look good green	what want white	big box not	get look like

Can You Find This?

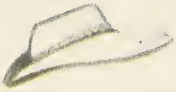
This is something big.
This is something red.
This is not a hat.
Can you find this?

box

paint

hat

This is something for Mother.
This is something white.
This is not a pet.
Can you find this?

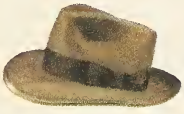

hat

kitten

Bunny

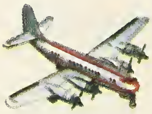
This is something for Betty.
This pet said, "Mew, mew."
This is not Patsy.
Can you find this?

Patsy


hat

kitten

This is a good pet.
This pet likes Tom.
This is not a kitten.
Can you find this pet?


airplane

Flip

kitten

This is something for Tom.
This can go fast.
This can not mew.
Can you find this?

kitten

hat

airplane

This is a pet.
This pet is big.
This pet is not white.
Can you find this pet?

Flip

kitten

Pony

pet hat mew kitten

The pets are in a box.

The pets are in the paint.

See the pets play.

pets

Flip is in the big hat.

Bunny is in the big hat.

This hat is for Mother.

hat

This is red paint.

See the green paint.

This is blue paint.

paint

This box is green and white.

This box is red and white.

See the pet in the box.

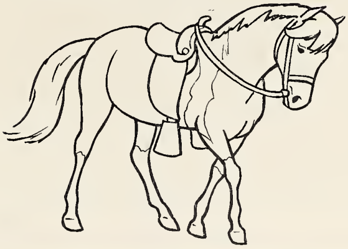
box

DICTIONARY CARDS (Use with pages 31–34 in *The Little White House*)
PURPOSE: To follow printed directions.

pets

pets

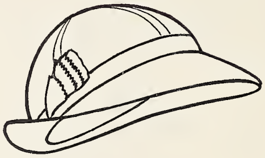
Here are pets for Tom and Betty.
Colour Flip.



hat

hat

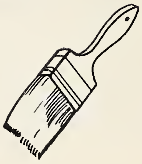
Look at the hats here.
Colour the big hat red.



paint

paint

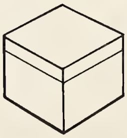
Look at the paint here.
Colour the paint green.

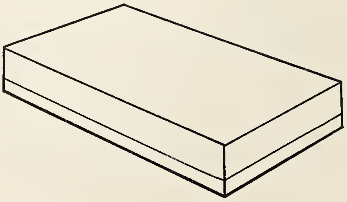


box

box

Look at the big box.
Colour the big box blue.



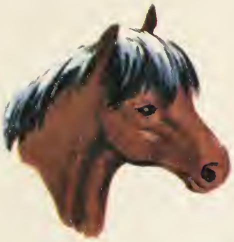


DIRECTIONS: Direct the children to read the two sentences in each row and follow the printed directions. Have them underline the Dictionary Card word in the sentences in each row.

Listen and Find

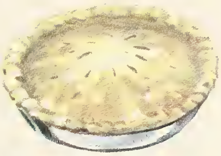
and the word in the box. *Paint, toys, my, here* are extra guide words.

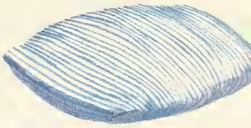
promote good speech habits.

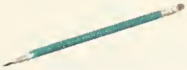


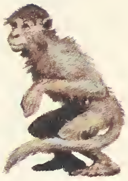
Pony

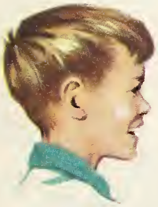
paint





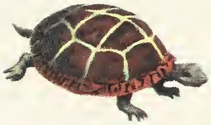


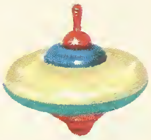


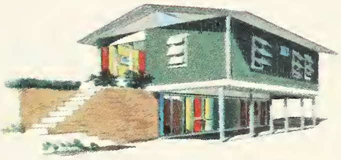


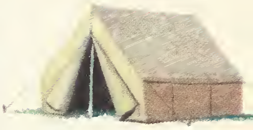
Tom

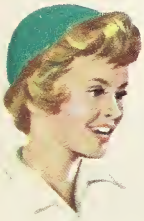
toys





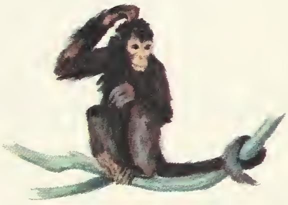


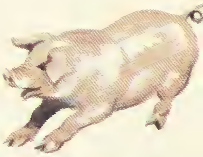


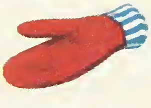


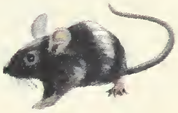
Mother

my



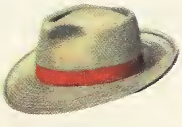


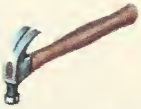


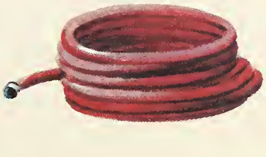


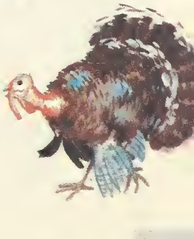
house

here



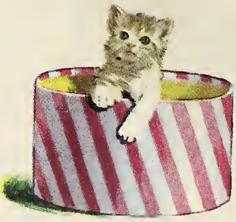






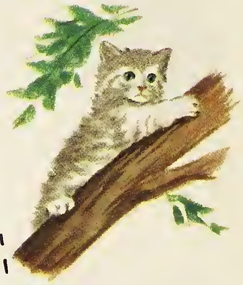
Tom wants to find Frisky.
Frisky is in the big hat.
Tom will run to the hat.

Find Frisky for Tom.



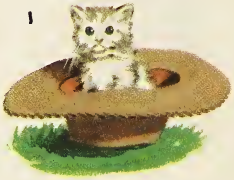
Betty will run to the box.
Betty will run fast.
Frisky Kitten is in the box.

Find Frisky for Betty.



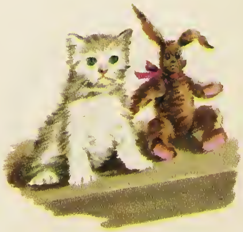
Frisky will run fast.
Frisky will run up the tree.
Frisky will go up and up.

Find Frisky Kitten.



Susan will run home fast.
Susan will get a toy.
Susan will get Bunny.

Find Frisky and Bunny.



run will Frisky tree

NEW WORDS: will, run, tree, Frisky; Review: up
PURPOSES: To improve story comprehension; to associate text with pictures; to read for details.

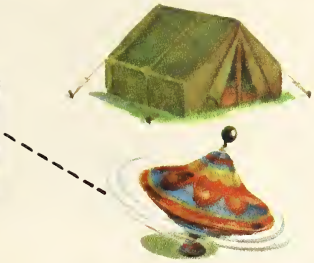
them draw a line from the dot beside each box to the picture at the right that goes with it.

Listen and Find

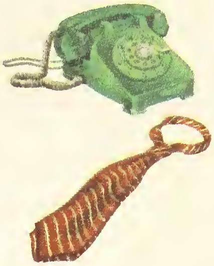
PURPOSES: To strengthen auditory perception; to hear similar sounds in rhyming words; to promote good speech habits.

box. Have them name the two pictures, decide which name rhymes with the printed word, and draw a line from the box to that picture.

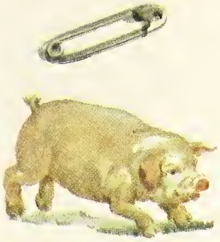
stop



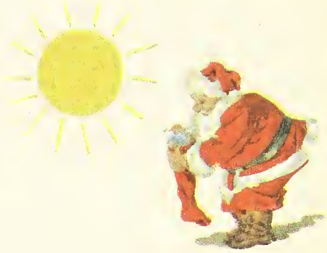
my



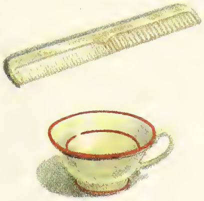
in



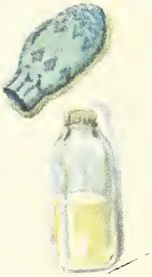
run



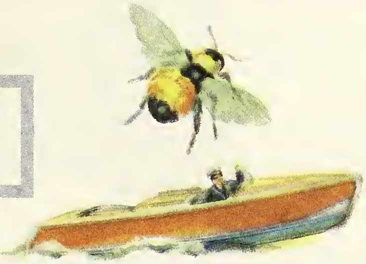
up



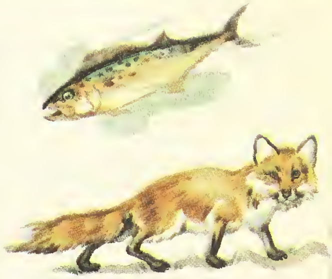
kitten



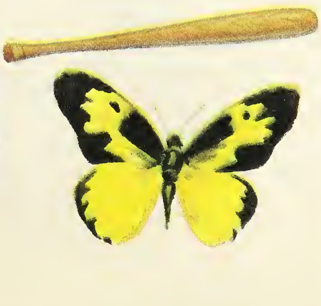
tree



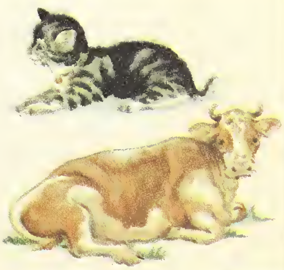
box



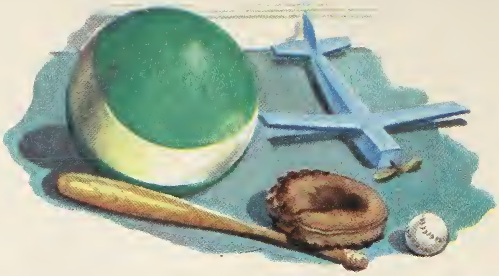
hat



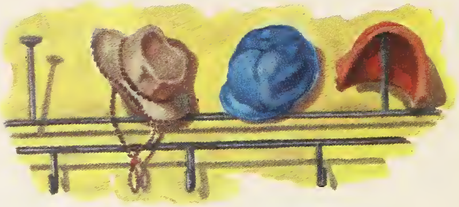
now



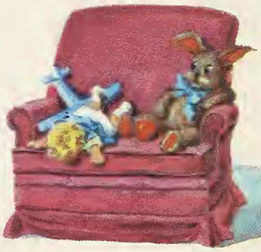
Tom said, "Do you see a big ball?
Please look for the big ball."
Find the toy Tom wants.



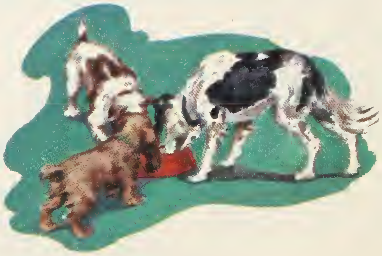
Betty said, "Do you see my hat?
Please look for my hat."
Find what Betty wants.



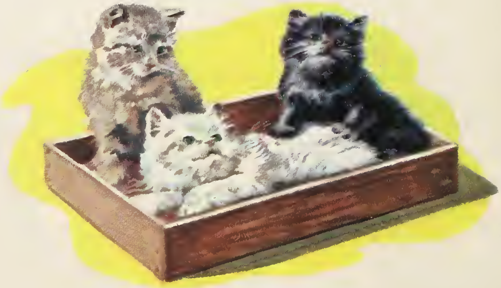
Susan said, "Do you see my Bunny?
Please look for my Bunny."
Find the toy Susan wants.



Tom said, "Do you see Flip?
Please look for my pet."
Find the pet Tom wants.



Betty said, "Do you see my pet?
Please look for my white kitten."
Find the pet Betty wants.



do please

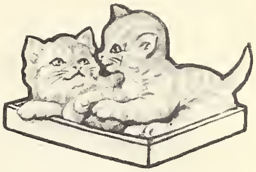
(Use with pages 39–42 in *The Little White House*)
NEW WORDS: *please, do*
PURPOSES: To follow printed directions; to read for details.

DIRECTIONS: Direct the children to read the three sentences in each row and look at the picture. Have them draw a line from the last sentence to the correct picture.

Colour the little kittens.

Do not colour the big kitten.

kitten


kittens

Colour the little trees green.

Do not colour the big tree.

tree

trees

Colour the little hats red.

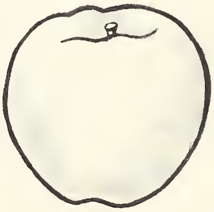
Do not colour the big hat.

hat

hats

Colour the big apple red.

Colour the little apples green.

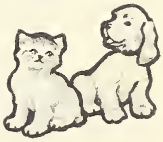

apple

apples

Colour the big pet.

Do not colour the little pets.

pet


pets

PURPOSES: To develop concepts and proper use of plural form of nouns; to follow printed directions.

Father went to work.
He will come home to dinner.
He will have something good.
Mother will have dinner ready.

Dinner for Pony
Dinner for Father
Dinner for the Pets

Father said, "Please come here.
We can go for a ride.
Are you ready to go?
We can ride fast."

✓A Fast Ride
A Funny Ride
A Pony Ride

Tom went to get the paint.
He likes to work at home.
He said, "I can surprise Father.
I will paint the chair."

Something for Mother
✓A Surprise for Father
A Toy Chair

Father went to Susan.
He said, "Here is a surprise.
The surprise is in this box.
You will like this surprise."

Something for Tom
Something for Mother
✓The Surprise Box

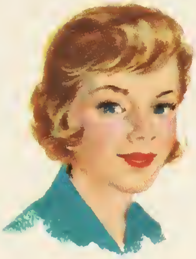
went he

(Use with pages 39–42 in *The Little White House*)
NEW WORDS: *he, went*
PURPOSE: To read for the main idea.

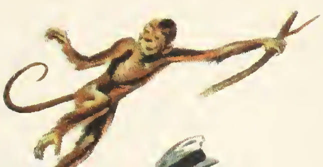
DIRECTIONS: Direct the children to read the story in each box and the three titles below. Have them draw a line under the best title.

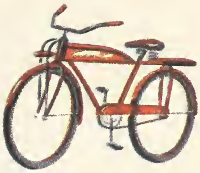
(Use with pages 43–46 in *The Little White House*)
PURPOSES: To develop auditory and visual recognition of the initial consonants *m, d, w, b;* to promote good speech habits.

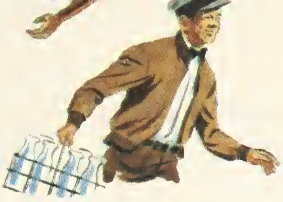
DIRECTIONS: Direct the children to look at the key picture and read the the key letter. Have them look at the pictures in the row and draw a line around each picture whose name has the same beginning sound as the key picture. Allow the children to finish the page independently.

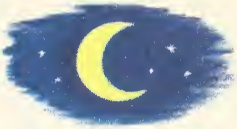


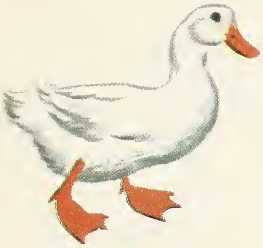
This is M____.



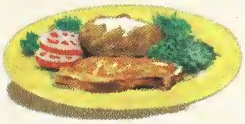


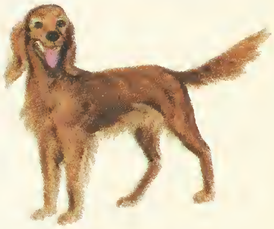


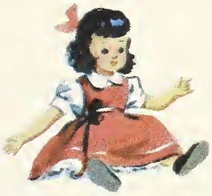


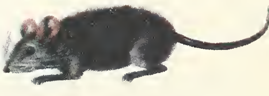


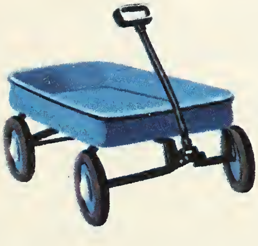
This is a d____.



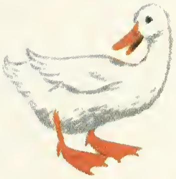


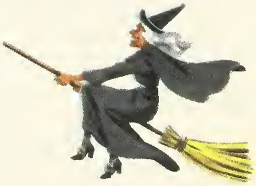


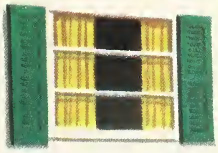


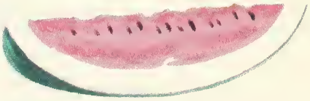


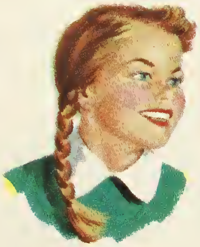
This is a w____.



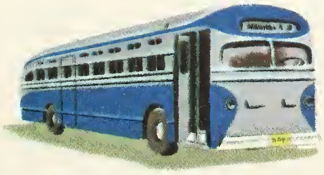


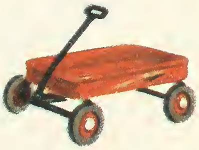


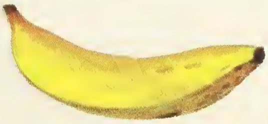


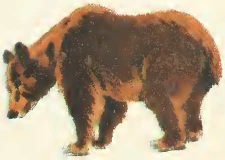


This is B____.









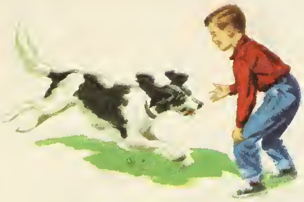
(Use with pages 43–46 in *The Little White House*)
PURPOSE: To recognize familiar sight words in both capitalized and small-letter forms.

DIRECTIONS: Direct the children to read the two columns of words in each box and draw a line from the word in the left column to the same word in the right column.

Pets	guess	he	Down	Mew	pony
Good	will	run	Run	Pony	mew
Will	good	we	He	Do	please
Guess	pets	down	We	Please	do
up	Have	are	Pony	Now	good
kitten	In	home	My	Stop	now
in	Up	pony	Are	Good	stop
have	Kitten	my	Home	Little	little
Red	run	Big	mew	what	White
Funny	frisky	Now	blue	colour	Tree
Run	red	Blue	now	white	What
Frisky	funny	Mew	big	tree	Colour

(Use with pages 43–48 in *The Little White House*)
NEW WORDS: *bow-wow, away, did.*
PURPOSES: To use picture clues; to improve story comprehension.

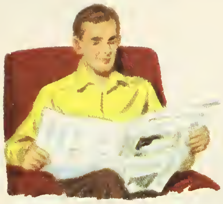
DIRECTIONS: Direct the children
Have them draw a line under the correct answer at the right.



Flip said, " Bow-wow ! "
Did Flip run to Tom ?

He did.

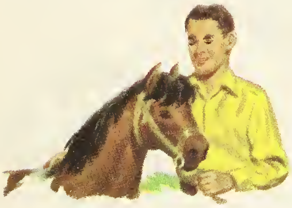
He did not.



Father likes to ride.
Did Father go away ?

He did.

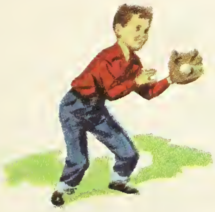
He did not.



Father wants Pony.
Did Pony run away ?

He did.

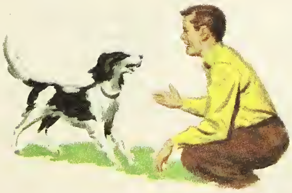
He did not.



Tom likes to play ball.
Did Tom get the ball ?

He did.

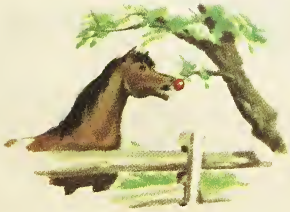
He did not.



Flip said, " Bow-wow ! "
Did Father run away ?

He did.

He did not.



Pony wants the apple.
Did Pony get the apple ?

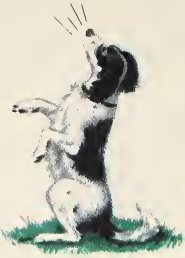
He did.

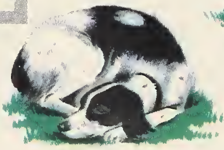
He did not.

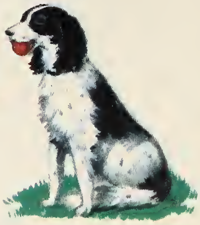
bow-wow did away

Flip did not want to play.
He said, "Bow-wow."
He is ready for dinner.

What did Flip do?

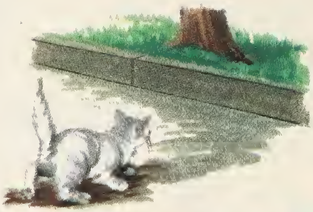


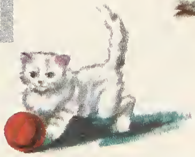


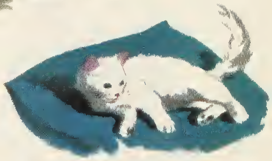


Frisky did not run away.
Frisky is at home.
See Frisky play.

What did Frisky do?

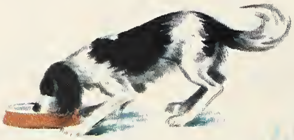


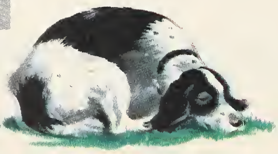


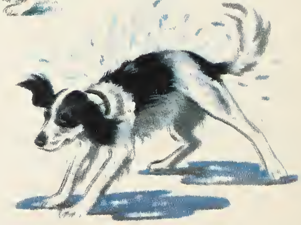


"Stop, Flip," said Tom.
"Do not come here.
You are not a good pet."

What did Flip do?

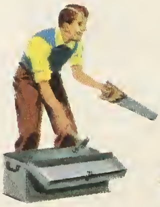


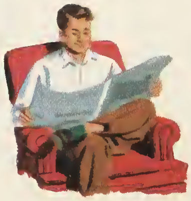


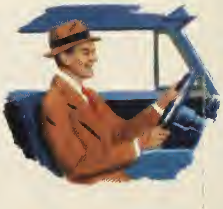


Father said, "I can not play.
I have to do something here.
I have to work at home."

What did Father do?







(Use with pages 43–46 in *The Little White House*)
REVIEW WORD: *play*
PURPOSES: To draw conclusions; to use context and picture clues.

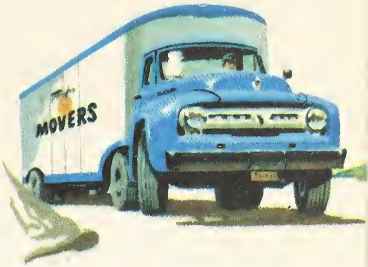
DIRECTIONS: Direct the children to read the three sentences in the box and the question below. Have them look at the pictures and draw a line around the correct picture. Allow the children to finish the page independently.

DICTIONARY CARDS (Use with pages 47–52 in *The Little White House*)
NEW WORDS: *cowboy, truck, it.*
PURPOSES: To make inferences; to improve sentence comprehension.

DIRECTIONS: Direct the children to read the sentences in the box and look at the picture at the right. Have them read the sentences below the box and draw a line under the sentence that answers the question. Have the children underline the Dictionary Card word in the sentences at the left.

Look at the big truck.
What can the truck do?

It can stop and go.
It can run and play.



truck

See the little cowboy.
What can the cowboy ride?

He can ride a truck.
He can ride Pony.

cowboy

See the little kitten.
What can the kitten do?

The kitten can play here.
The kitten can ride.

kitten

Look at the big tree.
What can you see here?

I can see apples here.
I can see hats here.

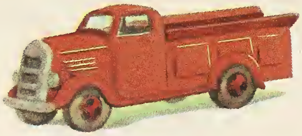
tree

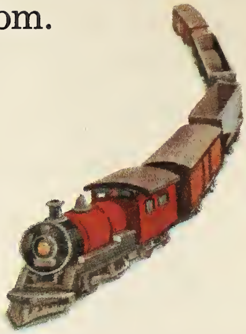
truck cowboy it

truck

truck

This toy truck is for Tom.
It is a good toy.
Can you find it?

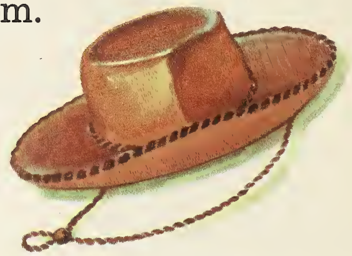




cowboy

cowboy

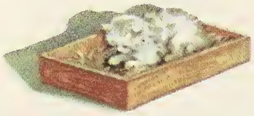
See the big cowboy hat.
It is a hat for Tom.
Can you find it?



kitten

kitten

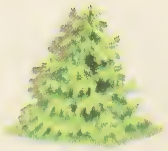
The kitten is white.
The kitten is in the box.
Can you see this kitten?

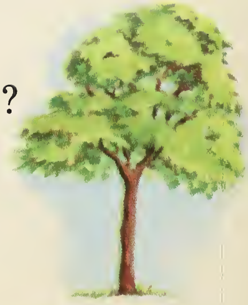


tree

tree

Susan can see the tree.
It is a big tree.
Can you see the big tree?





DICTIONARY CARDS (Use with pages 47–52 in the Little White House)
PURPOSES: To use context clues; to read for details.

DIRECTIONS: Direct the children to read the three sentences and look at the pictures in each row. Have them decide which picture is the correct answer to the question and draw a line around that picture. Have children underline the Dictionary Card word in the sentences in each row.

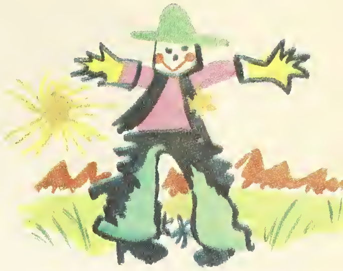
(Use with pages 47–52 in *The Little White House*)
NEW WORD: Mr.
PURPOSES: To read for the main idea; to read for details.

DIRECTIONS: Direct the children to read the story in each box and look at all the pictures. Have them draw a line from the dot beside each box to the correct picture.

Funny Mr. Cowboy

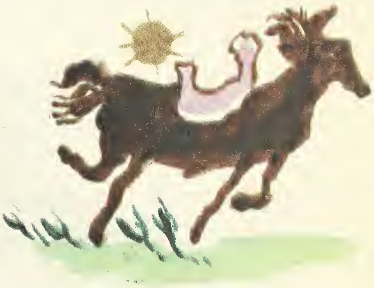
Tom said, "I can paint.
Come and see what I can paint.
I can paint a funny cowboy."

●



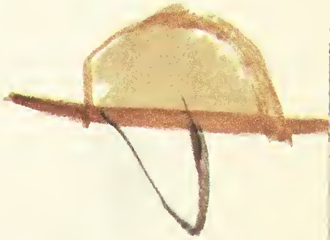
Susan said, "I like to paint.
I can paint a big hat
for Mr. Cowboy."

●



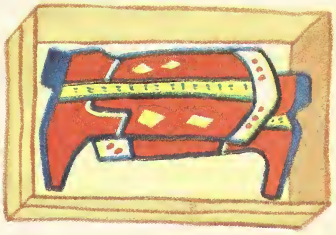
Betty said, "Cowboys like to ride.
I can paint a fast pony
for Mr. Cowboy."

●



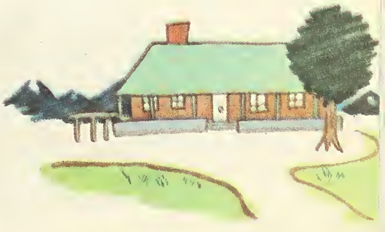
Mother said, "I can help you.
I can paint a good house
for Mr. Cowboy."

●



Mr. Green said, "I can paint.
Here is something in a box.
It is something Mr. Cowboy likes."

●

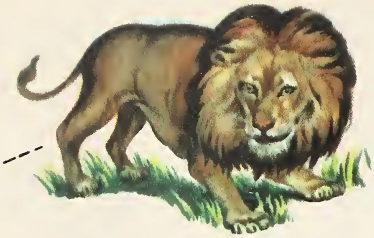


Mr.

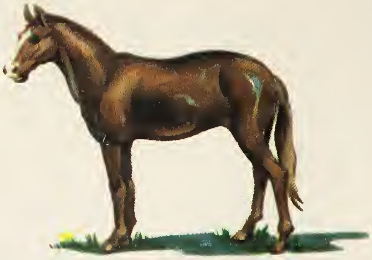
(Use with pages 47-52 in *The Little White House*)
PURPOSES: To develop auditory and visual recognition of the initial consonants *l, h, s, f, d, m, b, w;* to promote good speech habits.

DIRECTIONS: First develop the page orally. Direct the children to name the picture in each box and think of its beginning sound. Have them look at the four letters, decide which letter is the beginning sound of the name of the picture, and draw a line from that letter to the picture.

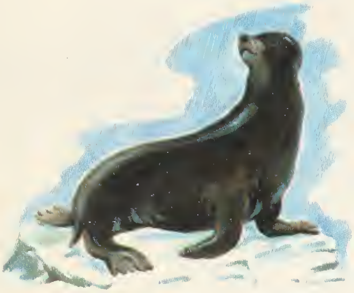
h - - -
s - - -
l - - -
f - - -



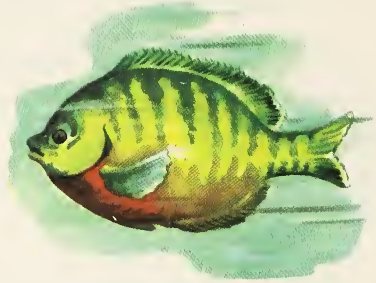
h - - -
b - - -
s - - -
l - - -



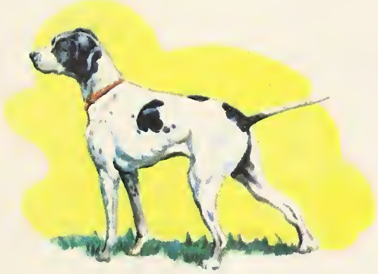
h - - -
s - - -
l - - -
f - - -



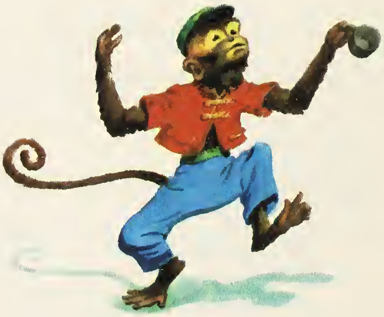
f - - -
l - - -
s - - -
h - - -



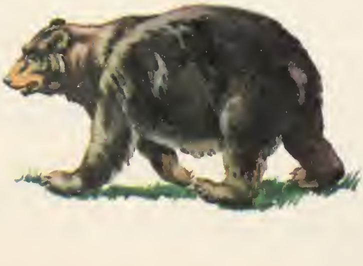
d - - -
m - - -
w - - -
b - - -



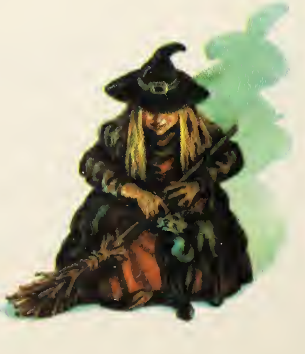
d - - -
w - - -
m - - -
p - - -



d - - -
m - - -
w - - -
b - - -



w - - -
m - - -
h - - -
t - - -



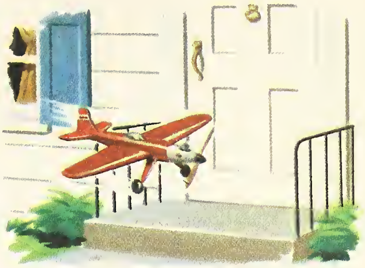
Zoom! Zoom! Zoom!

DIRECTIONS: Direct the children to read the story in each box and look at all the pictures. Have them draw a line from the dot beside each box to the correct picture. Have the entire story read aloud.

Zoom! Zoom! Zoom!
Away went the toy airplane.
It went to the white house.

Do you see it at the house?

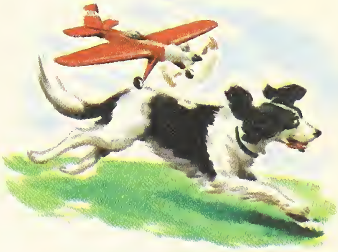
•



Zoom! Zoom! Zoom!
The toy airplane went away.
It went in the big truck.

Do you see the airplane now?

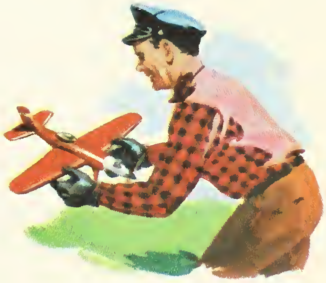
•



Zoom! Zoom! Zoom!
The toy airplane went fast.
It went to Mr. Green.

Do you see the airplane now?

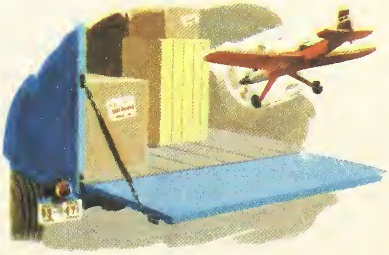
•



Zoom! Zoom! Zoom!
The little airplane went fast.
It went to Flip.
Away went funny Flip.

Do you see the airplane now?

•



zoom

(Use with pages 53–58 in *The Little White House*)
NEW WORD: *zoom*; Review: *house*
PURPOSES: To read for the main idea; to follow story sequence.

VOCABULARY TEST NO. II (Use with pages 53–58 in *The Little White House*)

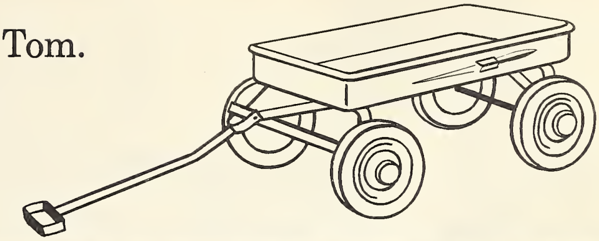
PURPOSE: To test visual and auditory recognition of the new words in Unit II of *The Little White House*.

DIRECTIONS: Direct the children to draw a line under the word the teacher pronounces. See page 112 for the list of words to pronounce and complete directions.

to do hat	mew now my	went want what	paint play please
we he see	and away play	what now will	can run red
dinner bow-wow mew-mew	in it is	did do big	look zoom good
Mr. Green airplane toy	play pets paint	toy see tree	mew little kitten
cowboy bow-wow mew-mew	tree truck see	Frisky Patsy Father	not pet hat

DIRECTIONS: Direct the children to read the sentences in each row and look at the pictures.
Have them follow the printed directions.

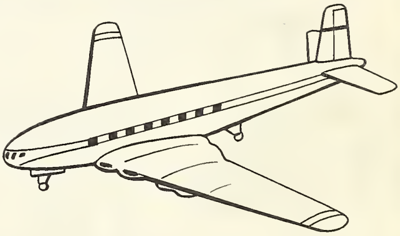
This birthday wagon is for Tom.
Colour the birthday wagon.
Make it red.



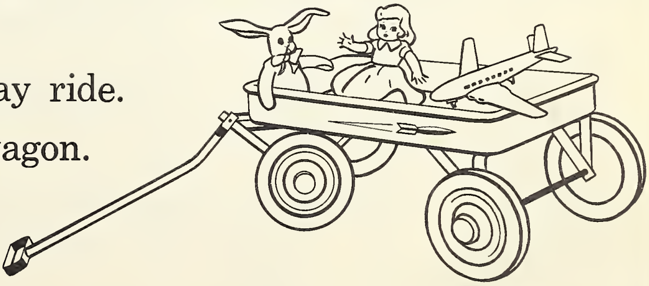
Patsy is ready for a ride.
Patsy will have fun in the wagon.
Colour Patsy blue and red.

Here is Bunny.
He will have fun in the wagon.
Colour Bunny.

Here is a big toy airplane.
It will ride in the birthday wagon.
Make the airplane blue.



It is fun to have a birthday ride.
Here go the toys in the wagon.
Colour the toys here.



birthday wagon fun

(Use with pages 59–64 in *The Little White House*)
NEW WORDS: *birthday, wagon, fun;* Review: *make*
PURPOSES: To follow directions; to read for details.

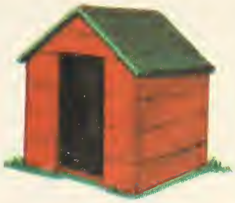
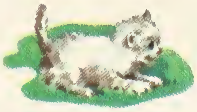
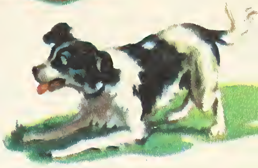
Tom ---- at the birthday wagon.	look looks
He ---- to ride in it.	like likes

Tom ---- Betty to see the wagon.	want wants
Betty and Flip ---- to see it.	run runs

Now Flip ---- the wagon.	see sees
Flip ---- in the wagon.	get gets

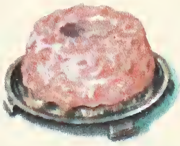
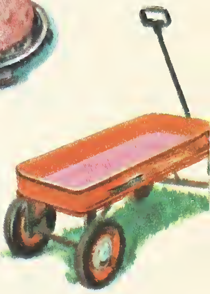
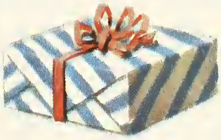
" Flip ---- my wagon," said Tom.	like likes
" Flip and I will ---- fast."	ride rides

Flip saw something.
He saw something white.
It said, "Mew-mew."

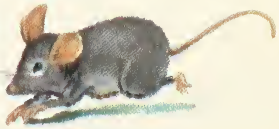
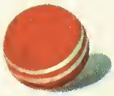
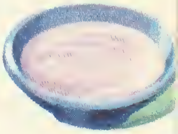
What did Flip see?

Tom saw something.
He saw a birthday surprise.
He went for a ride in it.

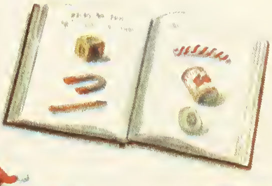
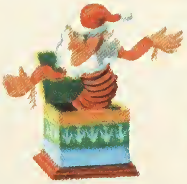
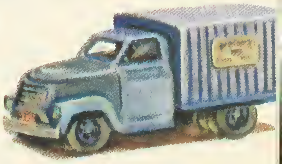
What did he see?

Frisky saw something.
It is something little.
It can run fast.

What did Frisky see?

Tom saw something.
He saw a funny toy.
It went up and down.

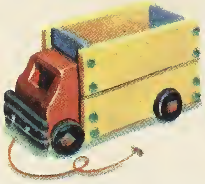
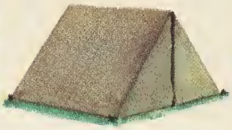
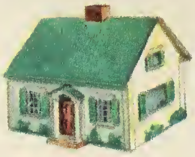




What did Tom see?

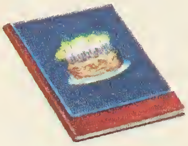
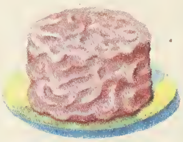
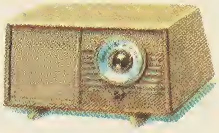
saw

Fun for You

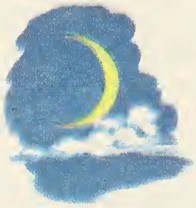
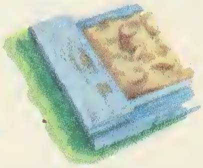
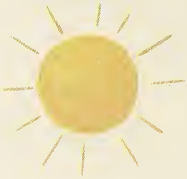
Away Betty went
To play in the ----.

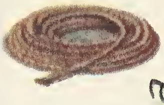
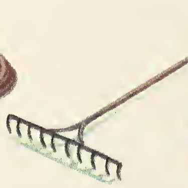
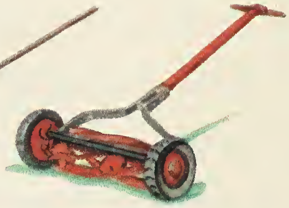
Susan likes to look
At my birthday ----.

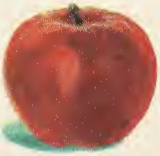
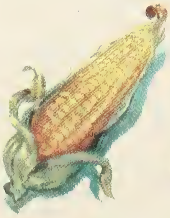
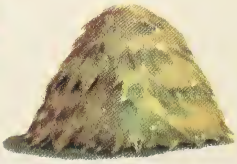
We can have fun.
Come play in the ----.

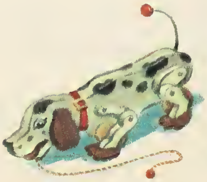
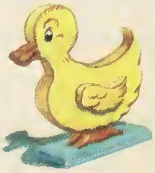
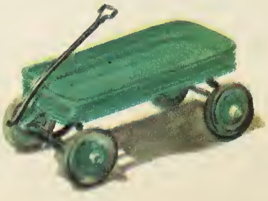
Mother will make a cake.
Father will get a ----.

Do not run away.
Pony, see the ----.

What is in the truck?
See the little ----.

(Use with pages 59–64 in *The Little White House*)
PURPOSES: To strengthen auditory perception; to hear similar sounds in rhyming words; to promote good speech habits.

DIRECTIONS: Direct the children to read the two-line rhyme in each row and name the pictures. Have them draw a line around the picture whose name correctly completes the rhyme.

Tom is at a party.
What will he do at the party?

He will work.
He will have fun.

party

Tom is seven now.
What did he see at the party?

He saw a cake and seven candles.
He saw a cake and seven cowboys.

seven

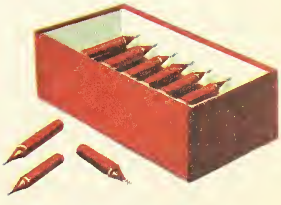
This is a birthday wagon.
What can this wagon do?

This wagon can go fast.
This wagon can paint.

wagon

Here are the birthday candles.
What colour are the candles?

The candles are red.
The candles are big.



candles

party seven candles

DIRECTIONS: Direct the children to read the two sentences in the box and look at the picture at the right. Have them draw a line under the correct answer to the question in the box. Have the children underline the Dictionary Card word in each row.

DICTIONARY CARDS (Use with pages 65–70 in *The Little White House*)
NEW WORDS: *party, seven, candles*
PURPOSE: To make inferences.

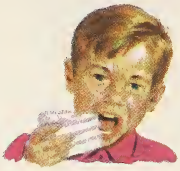
DICTIONARY CARDS (Use with pages 65–70 in *The Little White House*)
PURPOSES: To draw conclusions; to read for details; to use context clues.

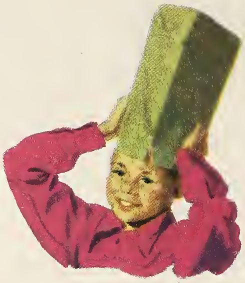
DIRECTIONS: Direct the children to read the sentences and question in each row. Have them draw a line around the correct picture. Have the children underline the Dictionary Card word in the sentences in each row.

party

party

Tom went to the party.
He saw the funny hats.
What did he do?

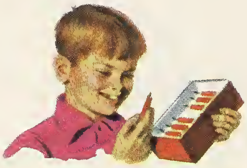


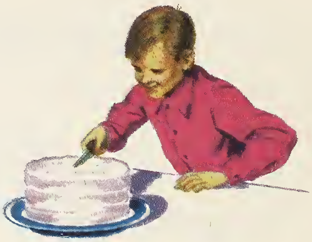


seven

seven

Tom said, "I have seven candles.
The candles go in this box."
What did Tom do?

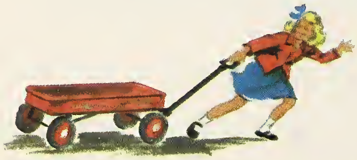


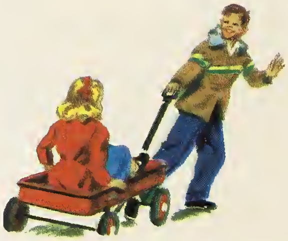


wagon

wagon

Susan likes Tom's wagon.
She wants to ride in it.
What did Tom do?

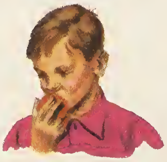


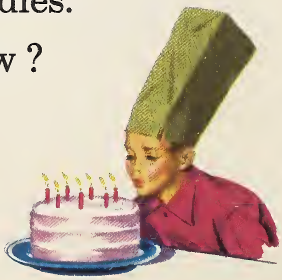


candles

candles

Tom said, "What a surprise!
Look at the seven candles."
What will Tom do now?





A Surprise for Tom

Betty will surprise Tom.
---- will put a ball in the box.
He
She

Father wants to surprise Tom.
---- put a toy truck in the box.
He
She

Mother will get the cake ready.
---- wants the candles now.
He
She

Susan wants to help.
---- will get the candles.
He
She

Now Betty will help Mother.
---- likes the little candles.
He
She

Father saw the birthday cake.
---- said, "Tom will like this cake."
He
She

Mother put the cake down.
---- said, "See the candles, Tom!"
He
She

Father put the surprise box down.
---- said, "This is for you, Tom."
He
She

she put

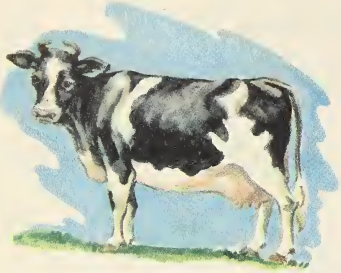
DIRECTIONS: Direct the children to look at the picture, read the sentences in each box and the two words at the right. Have them draw a line around the word that correctly completes the second sentence. Have the entire story read aloud.

(Use with pages 65–70 in *The Little White House*)
NEW WORDS: *she, put*
PURPOSES: To develop concepts and proper use of pronouns; to follow story sequence; to use context clues.

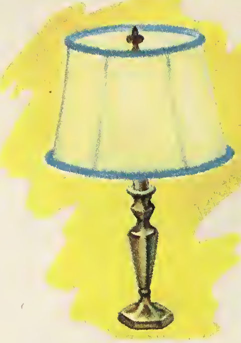
(Use with pages 71–76 in *The Little White House*)
PURPOSES: To develop auditory and visual recognition of the initial consonants *c, l, h, d, m, w, b;* to promote good speech habits.

DIRECTIONS: First develop the page orally. Direct the children to name the picture in each box and think of its beginning sound. Have them look at the four letters, decide which letter is the beginning sound of the name of the picture, and draw a line from that letter to the picture.

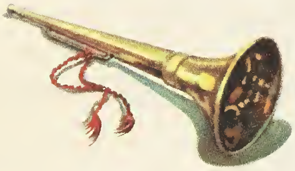
l- - -
c- - -
f- - -
d- - -



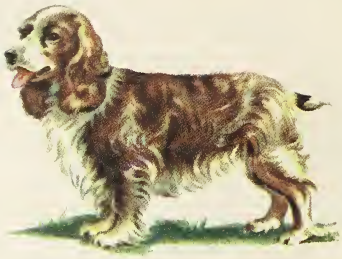
h- - -
m- - -
w- - -
l- - -



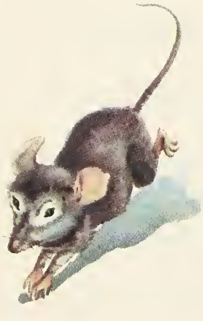
w- - -
l- - -
d- - -
h- - -



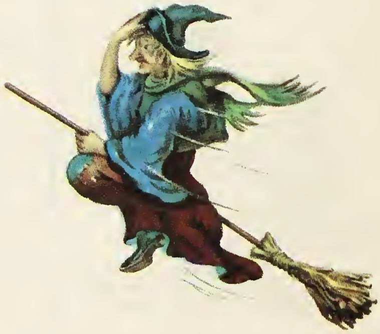
d- - -
h- - -
l- - -
m- - -



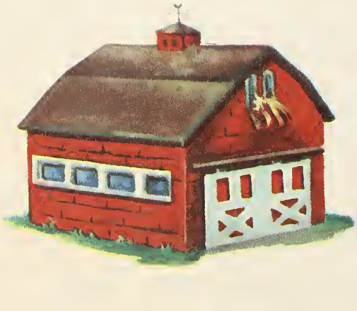
h- - -
d- - -
w- - -
m- - -



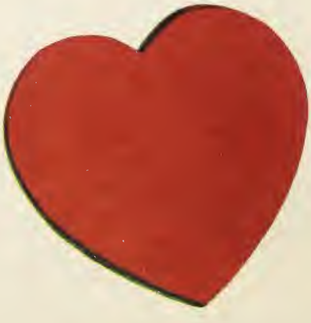
w- - -
d- - -
l- - -
m- - -



d- - -
b- - -
l- - -
h- - -

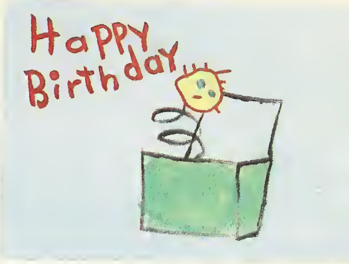


w- - -
d- - -
h- - -
l- - -



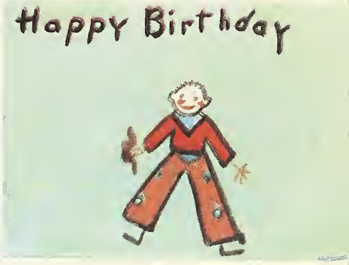
Jack has a surprise for Tom.
This is a good surprise.
Tom is happy to have it.
You can see a cowboy here.
Where is the surprise Jack has?

●



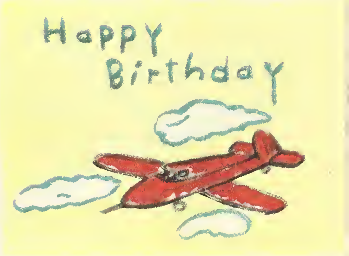
Nan has a surprise for Tom.
This surprise is red.
Tom is happy to have it.
You can see the airplane here.
Where is the surprise Nan has?

●



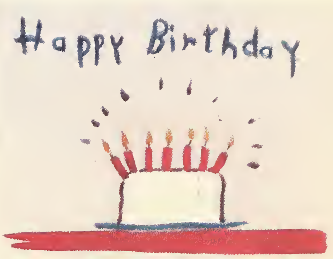
Do you see what Betty
has ready for Tom?
This surprise has something
funny in a box.
Where is the surprise Betty has?

●



Betty will help Susan
make something for Tom.
This surprise has a cake
and seven red candles.
Where is the surprise Susan has?

●



has Nan Jack happy where

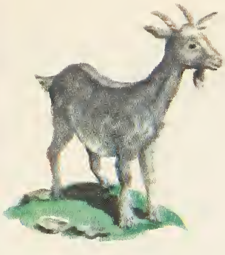
DIRECTIONS: Direct the children to read the story in each box and look at all the birthday cards. Have them draw a line from the dot beside each box to the birthday card at the right that goes with it.

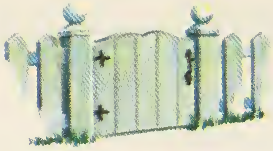
(Use with pages 71–76 in *The Little White House*)
NEW WORDS: *has, Nan, Jack, happy, where*
PURPOSES: To read for the main idea; to associate text with pictures.

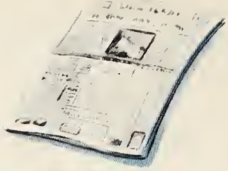
(Use with pages 71–76 in *The Little White House*)

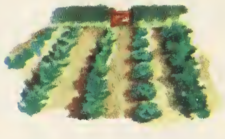
PURPOSES: To develop auditory recognition of the initial consonants *g, n, r, t;* to promote good speech habits.

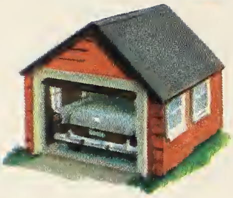
DIRECTIONS: Direct the children to name the key picture in each row and think of its beginning sound. Have them name all the pictures at the right and draw a line around each picture whose name has the same beginning sound as the key picture.

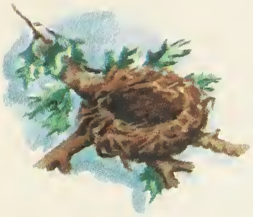


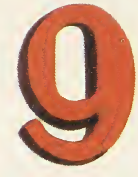


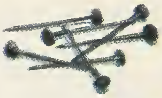


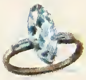


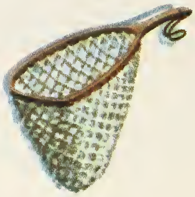


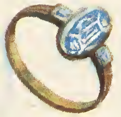


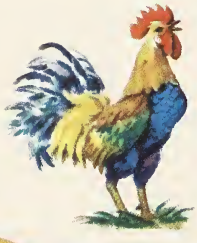


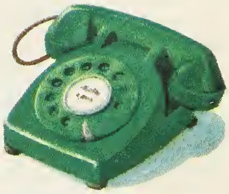


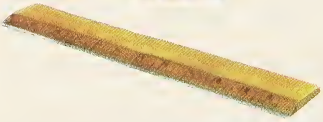


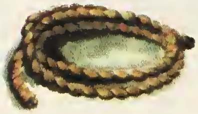


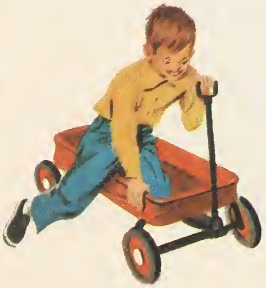


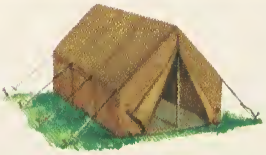


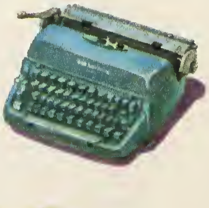


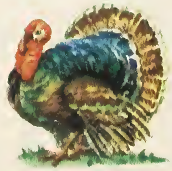


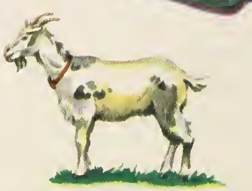








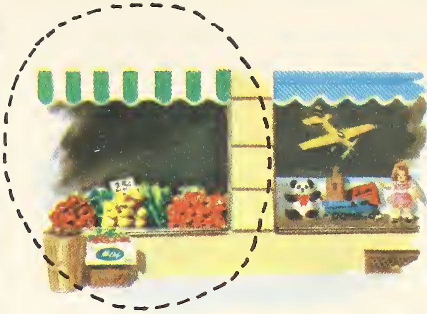




DIRECTIONS: Direct the children to read the story in each box and the question below. Have them look at the pictures at the right and draw a line around the correct object.

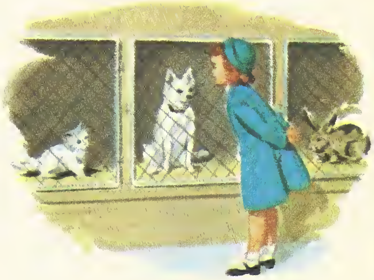
(Use with pages 77–81 in *The Little White House*)
NEW WORDS: *Uncle Fred, store*
PURPOSES: To read for details; to draw conclusions.

Uncle Fred went to the store.
Uncle Fred likes red apples.
He went to the store to get apples.
He did not go to the toy store.



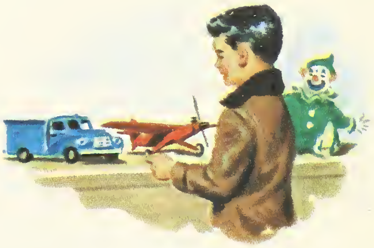
What store did Uncle Fred go to?

Nan went to the pet store.
She saw a big pet at the store.
She said, "This pet is white.
It is not the kitten."



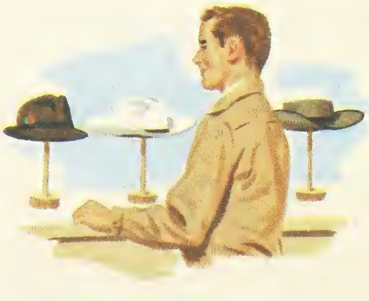
Where is the pet Nan saw?

Jack went to the toy store.
He saw a toy at the store.
Jack said, "This toy can go fast.
It is not the airplane."



Where is the toy Jack saw?

Uncle Fred went to the hat store.
Uncle Fred said, "I like this hat.
The hat I like is big and white.
It is a big cowboy hat."



Where is the hat Uncle Fred likes?

Uncle Fred store

A Surprise for Flip

Tom and Betty have a white box.
---- have something funny.

[✓ They]   He   She

Betty wants to look in the box.
---- laughed and laughed.

He   She   They

Susan wants to look in the box.
---- laughed and laughed.

He   They   She

Now Tom looks in the white box.
---- sees something funny.

She   He   They

Flip and Frisky see the box.
---- see the toy kitten now.

My   They   He

" Bow-wow, bow-wow," said Flip.
---- did not like the funny kitten.

He   She   They

they   laughed

(Use with pages 77–81 in *The Little White House*)
NEW WORDS: *they, laughed*
PURPOSES: To develop concepts and proper use of pronouns; to use context clues; to follow story sequence.

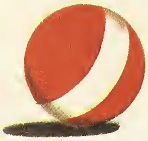
DIRECTIONS: Direct the children to read the sentences in each row and the words below. Have them decide which word correctly completes the last sentence and draw a line around that word.

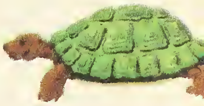
(Use with pages 77–81 in *The Little White House*)

PURPOSES: To review auditory and visual recognition of the initial consonants *b, s, f, m, c, w;* to promote good speech habits.

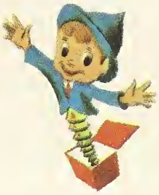
DIRECTIONS: Direct the children to look at the key picture in each row. Have them read the sentence and notice the key word and key letter. Direct them to look at the pictures at the right and draw a line around the picture which correctly completes the sentence.

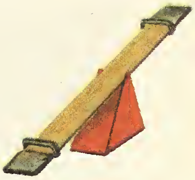
Betty wants a b----.



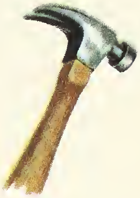


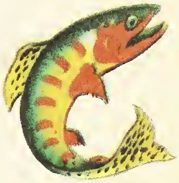
Susan wants a s----.



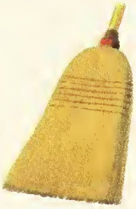


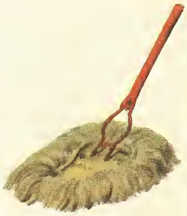
Father wants a f----.



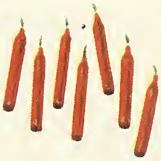


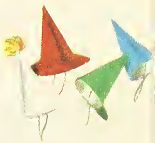
Mother wants a m----.

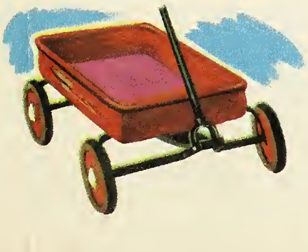




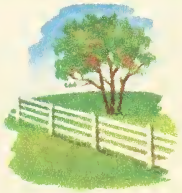
The cake has seven c----.

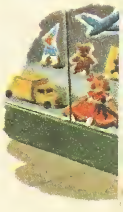




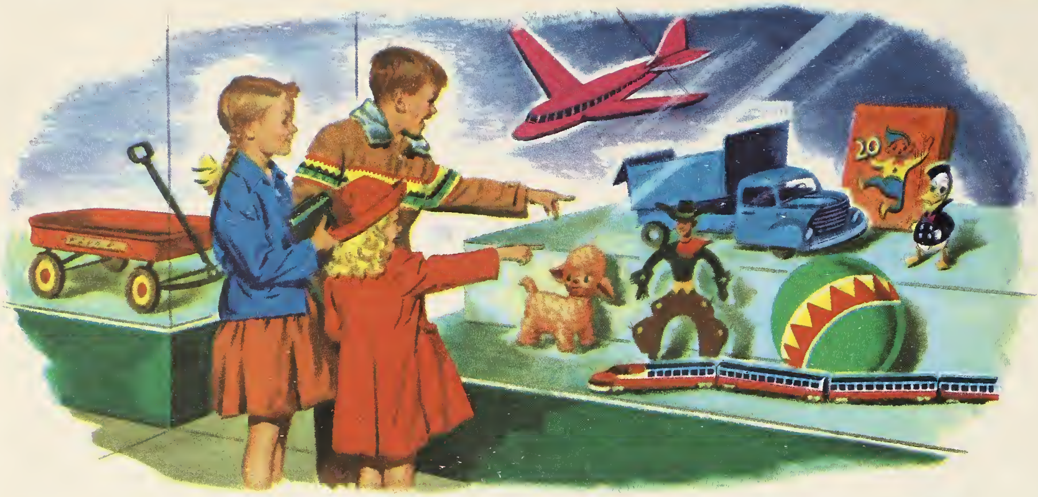


The wagon is not in the w----.





The Toy Store



I see a toy in this store.
It can go up and up.
It can go fast.
It can go zoom!

Do you know what it is?

airplane train wagon

I see a big toy.
Bunny can ride in it.
It is not a wagon.
It is not a train.

Do you know what it is?

wagon truck train

I see something I want.
It has a big black hat.
It can ride fast.
I want this funny toy.

Do you know what it is?

cowboy airplane ball

I know what I want.
It can go fast.
It is red and black.
I want this red and black toy.

Do you know what it is?

train Bunny hat

know black train

(Use with pages 82–86 in *The Little White House*)
NEW WORDS: *know, black, train*
PURPOSES: To read for the main idea of a riddle; to use context and picture clues.

DIRECTIONS: Direct the children to read the riddle in each box and the words below. Have them look at the picture and draw a line around the word that correctly answers the riddle.

DICTIONARY CARDS (Use with pages 82–86 in *The Little White House*)
PURPOSES: To make inferences; to use context and picture clues.

DIRECTIONS: Direct the children to read the sentences in each box and look at the picture at the right. Have them draw a line under the sentence that answers the question in the box. Have the children underline the Dictionary Card word in each row.

Here is Uncle Fred.
Guess what Uncle Fred
wants Tom to do.

Uncle Fred wants Tom to work.
Uncle Fred wants Tom to get a toy.

Uncle Fred

Look at this store.
Do you know what you can get
in this store?

You can get toys in this store.
You can get apples in this store.

store

Here is a big train.
Do you know what the train
can do?

The train can paint.
The train can go fast.

train

This colour is black.
Do you know what pet
is black and white?

Flip is black and white.
Frisky is black and white.

black

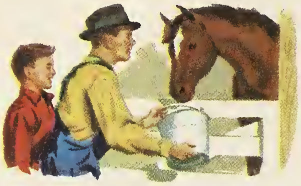
DICTIONARY CARDS (Use with pages 82–86 in *The Little White House*)
NEW WORD: *with*
PURPOSES: To use context and picture clues; to follow printed directions.

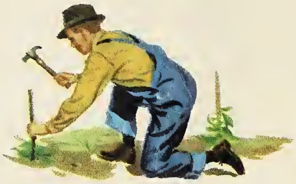
DIRECTIONS: Direct the children to read the two sentences in each row and draw a line around the correct picture. Have them underline the Dictionary Card word in the sentences in each row.

Uncle Fred

Uncle Fred

Tom works with Uncle Fred.
Find Tom with Uncle Fred.

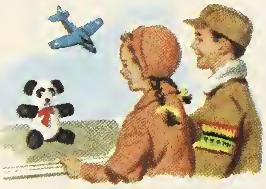


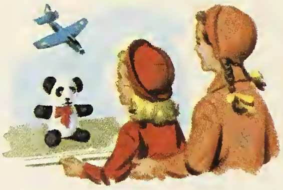


store

store

Betty is at the store with Susan.
Find Betty with Susan.

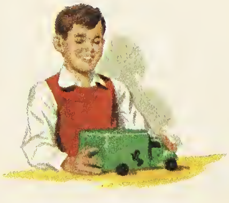


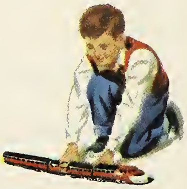


train

train

Tom likes to play with a train.
Find Tom with the toy train.

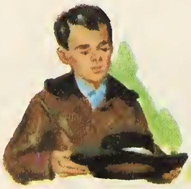


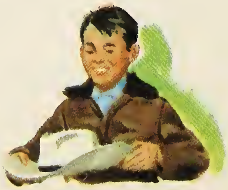


black

black

Jack has a black cowboy hat.
Find Jack with the black cowboy hat.



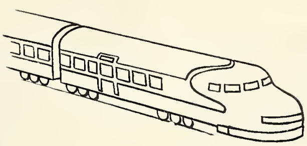


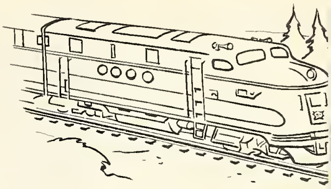
with

(Use with pages 82–86 in *The Little White House*)
PURPOSES: To develop concepts and proper use of the possessive form of nouns; to follow printed directions.

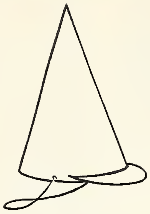
DIRECTIONS: Direct the children to read the two sentences in each row and to follow the printed directions.

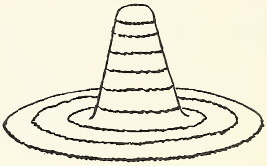
Find Tom's train.
Colour it red and black.



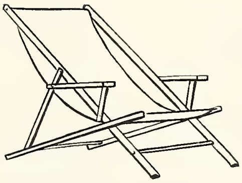


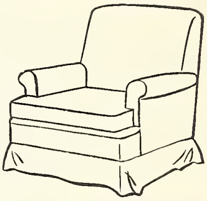
Find Susan's party hat.
Colour it green.



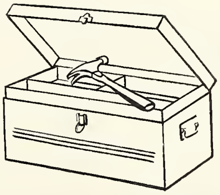


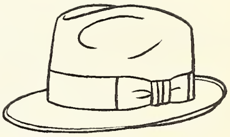
Find Father's big chair.
Colour it red.



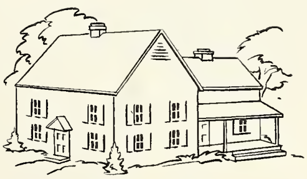


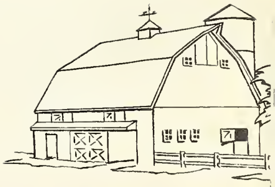
Find Father's hat.
Colour it black.



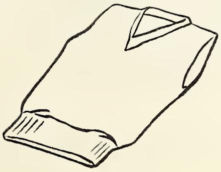


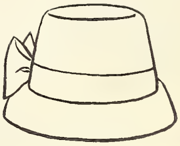
Find Uncle Fred's house.
Colour it white and green.





Find Father's surprise.
Colour it blue.



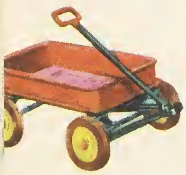
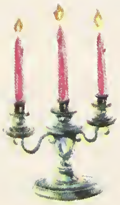
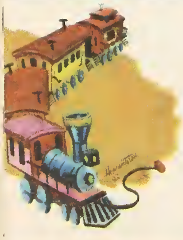
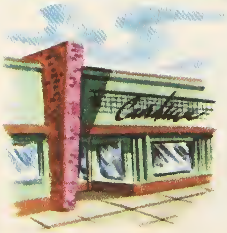
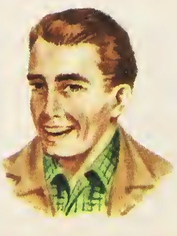


VOCABULARY TEST NO. III (Use with pages 82–86 in *The Little White House*)

PURPOSE: To test the ability to recognize at sight words presented in Unit III of *The Little White House.*

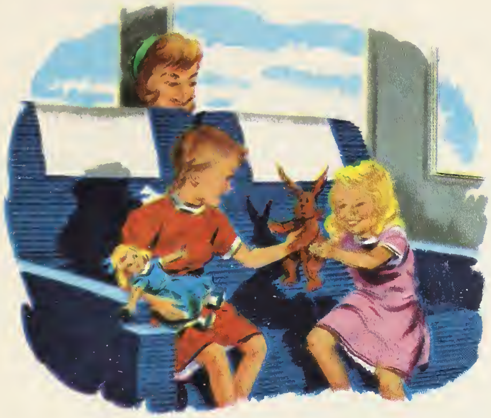
DIRECTIONS: Direct the children to draw a line under the word that the teacher pronounces. See inside back cover for list of words to pronounce and for instructions for giving the test. Allow the children to do the last two rows independently.

birthday cowboy something	run not fun	saw want went	toy she is
up it put	candles party cake	black white blue	white where will
will want with	are run has	happy house home	she they he
look laughed little	know down now	Nan Betty Susan	Tom Jack Betty

 pets wagon hat	 candles cake colour	7 seven colour guess
 home tree train	 away store please	 Bunny Flip Uncle Fred

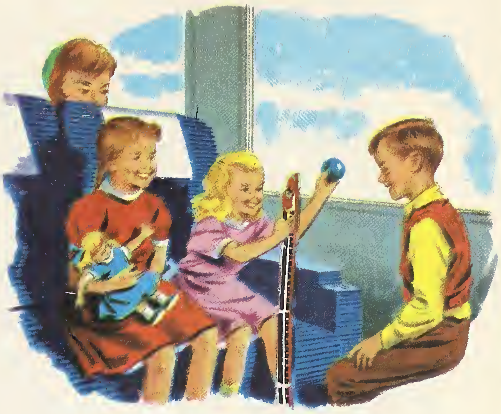
(Use with pages 87–91 in *The Little White House*)
NEW WORDS: *your, on*
PURPOSES: To develop the concepts of *your* and *my;* to read for details; to review the possessive form of nouns.

DIRECTIONS: Direct the children to read the sentences and question in each box. Have them look at the picture and draw a line around the object that is the answer to the question.



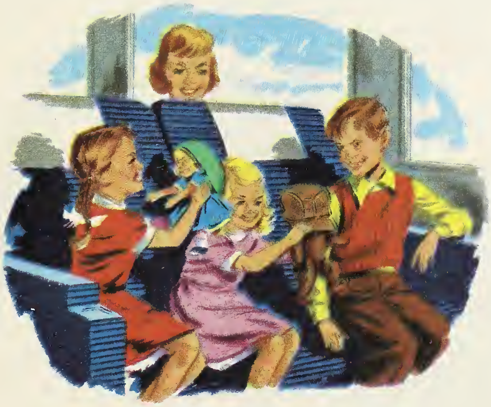
Betty said, “Patsy is my toy.
Bunny is for you, Susan.
You can play with your toy.”

Where is Susan's toy?



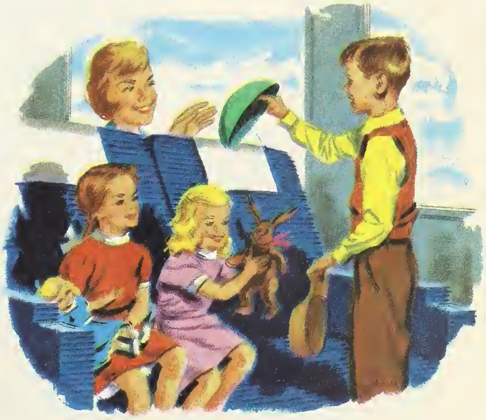
Susan said, “Look at my ball!
Here is your train, Tom.
You can play with your toy now.

Where is Tom's toy?



Tom laughed, “Look, Mother!
Bunny has on my hat.
And Patsy has on your hat.”

Where is Tom's hat?

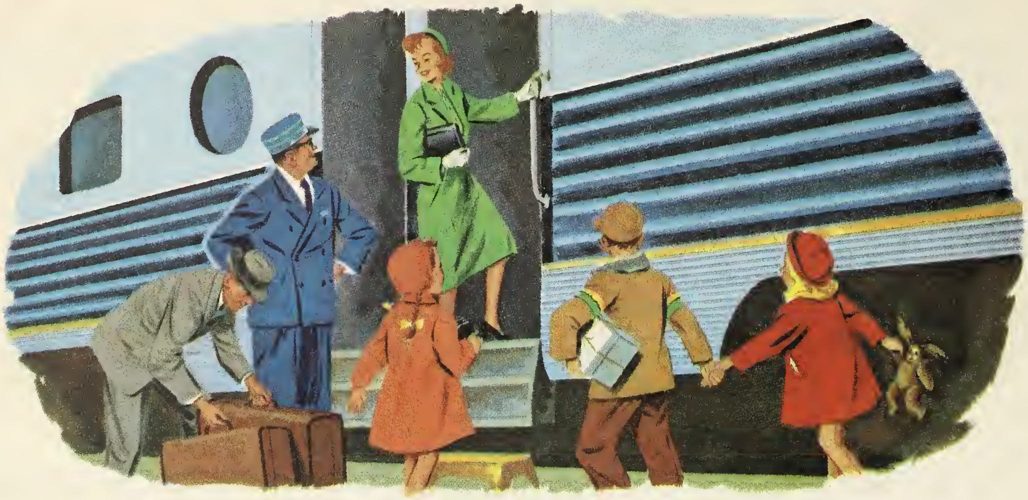


Tom said, “Look, Mother!
I will put on my hat now.
Here is your hat, Mother.”

Where is Mother's hat?

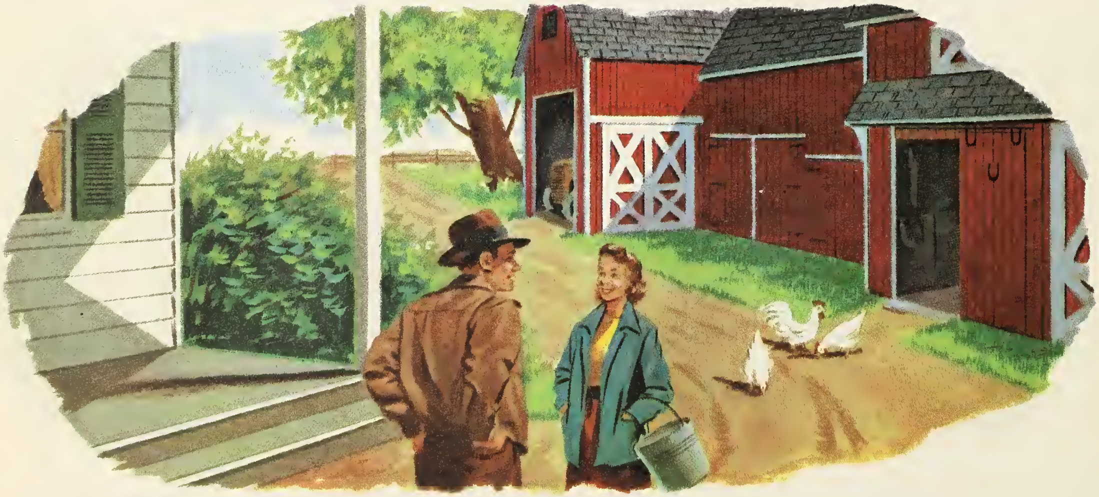
on your

Something to Do



See Tom and Betty and Susan.
They will go to the farm.
They will go to see Aunt Mary.

Put a red X on the train.
Put a blue X on Tom's box.
Put a green X on Susan's toy.



Here is Uncle Fred's farm.
It is a big farm.
Aunt Mary is at this farm.

Put a green X on Aunt Mary.
Put a black X on Uncle Fred.
Put a red X on the farm house.

farm Aunt Mary

(Use with pages 87–91 in *The Little White House*)
NEW WORDS: *farm, Aunt Mary*
PURPOSES: To follow printed directions; to extend experiences and concepts.

DIRECTIONS: Direct the children to look at the picture in each row, read the story below, and follow the printed directions.

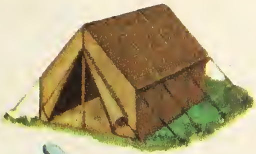
(Use with pages 87–91 in *The Little White House*)

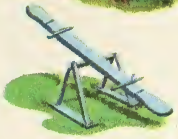
PURPOSES: To strengthen auditory perception; to hear similar sounds in rhyming words; to promote good speech habits.

DIRECTIONS: First develop the page orally. box. Have them name the two pictures, decide which picture has a name that rhymes with the printed word, and draw a line from the box to that picture.

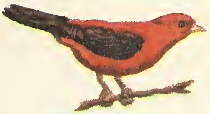
Listen and Find

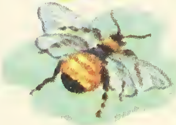
went



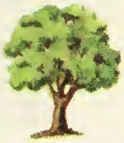


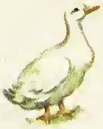
he



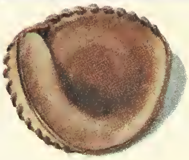


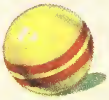
truck



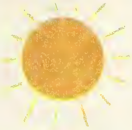


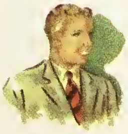
it



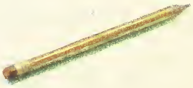


fun

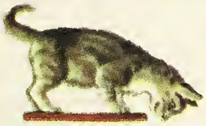


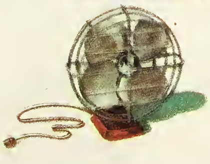


Jack

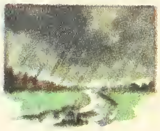


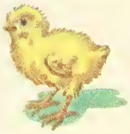
Nan



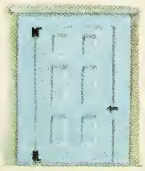


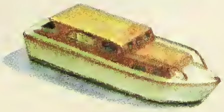
train



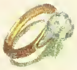


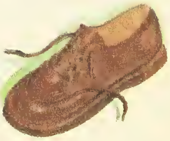
store



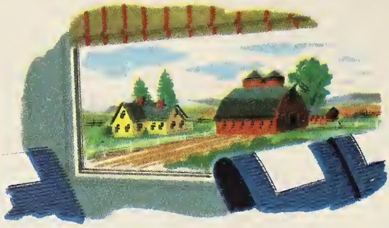


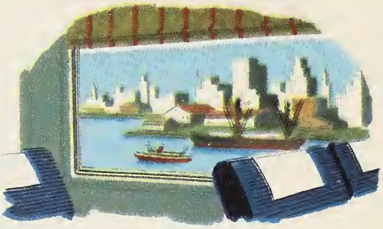
do



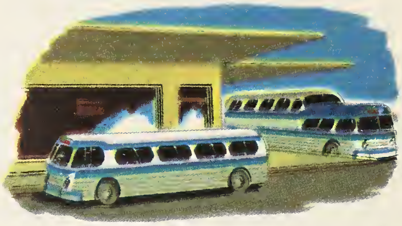


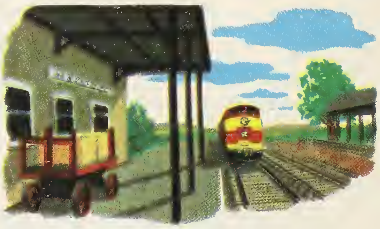
The children like the train.
Tom jumped up.
“Look at the farm,” he said.
Susan jumped up to look.
Betty jumped up to look, too.
What did they see?



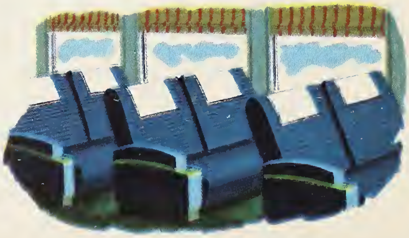


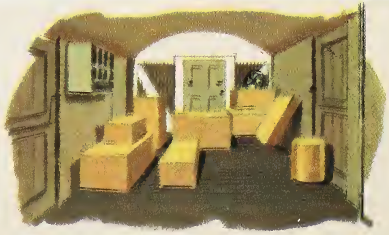
Now the train will stop.
The children put the toys away.
Mother and Father will help
he children get down.
Mr. White will help, too.
Where will the train stop?





The children said,
We want to see Flip.”
Father went to get Flip.
Flip jumped up on Father.
Where did Father go
get Flip?





children jumped too

(Use with pages 92–96 in *The Little White House*)
NEW WORDS: *children, jumped, too*
PURPOSES: To use context and picture clues; to draw conclusions.

DIRECTIONS: Direct the children to read the story in each row. Have them look at the two pictures at the right and draw a line around the picture which answers the question.

Thank You

Mr. White said, "I will help you.
I will help you get down."

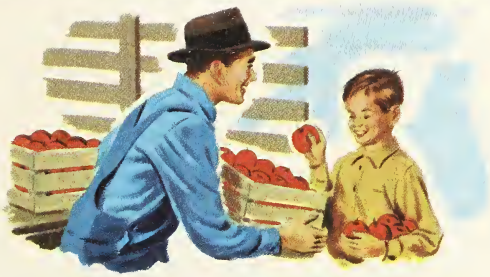
"Thank you," said Susan.
"Now I will go to Aunt Mary."

Mr. White Helps Mother
Mr. White Helps Susan
A Happy Store

Betty said, "Look, Mother.
I put the toy train away."

Mother said, "Thank you.
You did help Mother."

Betty Helps Mother
Susan Helps Mother
Mother Helps Tom



Tom said, "I will help you.
I will help you work."

Uncle Fred said, "Thank you.
Put the apples in the box."

Tom Helps Betty
Tom Helps Uncle Fred
Tom Helps Mother

Aunt Mary said, "Come here.
Dinner is ready now."

The children said, "Thank you.
We will come now."

Dinner for Flip
Dinner for Frisky
Dinner for the Children

thank

them draw a line under the correct title.

(Use with pages 92–96 in The Little White House)
NEW WORD: *thank*
PURPOSE: To read for the main idea.

Come with me.
Dinner is ready.
We can eat ----.

cake
apples
house
dinner

Here is the store.
Come in with me.
We will get ----.

candles
children
cakes
hats

Here are the toys.
I want to play.
I will get my ----.

train
wagon
tree
airplane

Come ride with me.
We will go fast.
We can ride in ----.

trucks
wagons
cowboys
trains

Dinner is ready now.
Come and eat, children.
The children are ----.

Nan
Mother
Jack
Tom

We want a party.
Help me get ready.
We will get ----.

candles
surprises
cakes
bow-wow

I like colours.
Here are colours.
The colours here are ----.

black
seven
green
blue

The pets want to eat.
They want dinner.
The pets are ----.

Father
Pony
Flip
Frisky

eat me

(Use with pages 97–100 in *The Little White House*)
NEW WORDS: *eat, me*
PURPOSE: To see relationships and make classifications.

DIRECTIONS: Direct the children to read the sentences and words in each box. Help them decide which three words correctly complete the last sentence and draw a line under each of those words. Allow them to finish the page independently.

See Frisky at the farm.

This is a farm.

See the children at the farm.

●

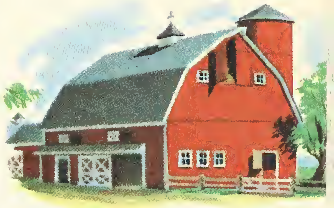
farm

This is Uncle Fred's barn.

This barn is little and white.

See Pony in the barn.

●

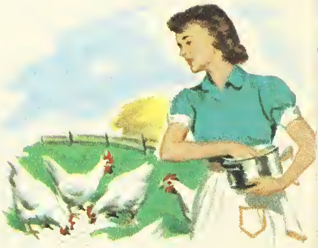

barn

Aunt Mary is in the barn.

Susan is with Aunt Mary now.

See Aunt Mary work.

●

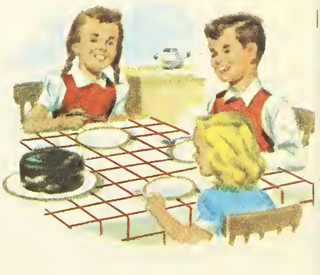

Aunt Mary

The children are on a train.

The children will work here.

The children have cake to eat.

●


children

NEW WORD: *barn*
PURPOSES: To improve sentence meaning; to use picture clues.

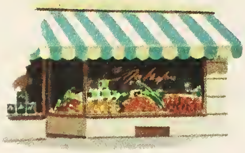
Have them decide which sentence tells about the picture and draw a line from that sentence to the dot before the picture. Have the children underline the Dictionary Card word in the sentences in each row.

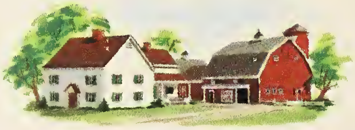
barn

farm

farm

Uncle Fred works here.
Uncle Fred's home is here.
Do you know what this is?

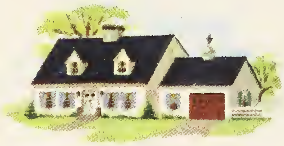


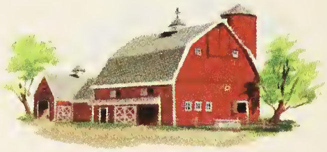


barn

barn

This is on Uncle Fred's farm.
The children play in it.
Do you know what it is?

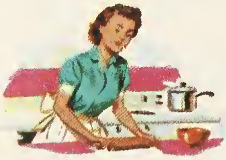


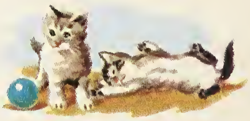


Aunt Mary

Aunt Mary

Aunt Mary will get dinner.
She will get dinner ready now.
Can you see Aunt Mary?

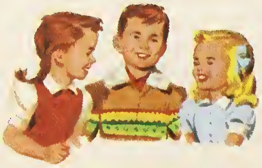


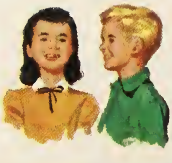


children

children

The children like the farm.
They can run and play here.
Find the children you know.



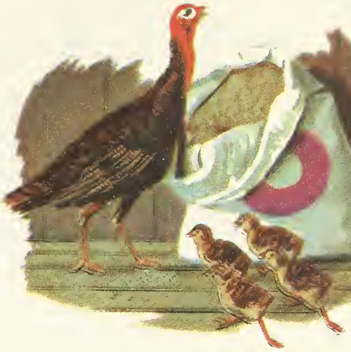


DICTIONARY CARDS (Use with pages 97–100 in the *Little White House*)
PURPOSE: To use context and picture clues.

DIRECTIONS: Direct the children to read the three sentences in each row, look at the pictures, and draw a line around the correct picture.

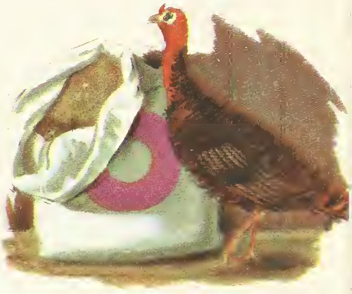
Mother Turkey is on the farm.
She saw something to eat.
The little turkeys want to eat, too.
But they are not here.

●



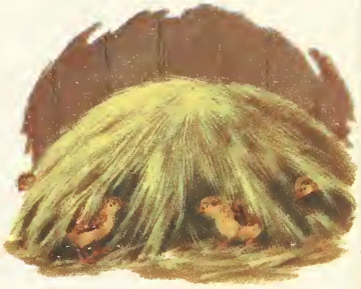
The little turkeys saw the dinner.
They ran to Mother Turkey.
The little turkeys ran fast.
They ran to get dinner.

●



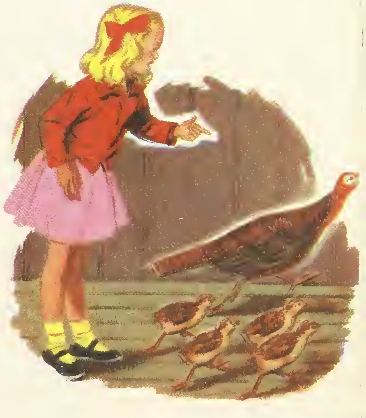
Susan called the little turkeys.
She said, "Come and play with me."
But the turkeys did not come.
They ran away with Mother Turkey.

●



The little turkeys ran away.
Where did they go?
Susan called and called.
Find the turkeys for Susan.

●

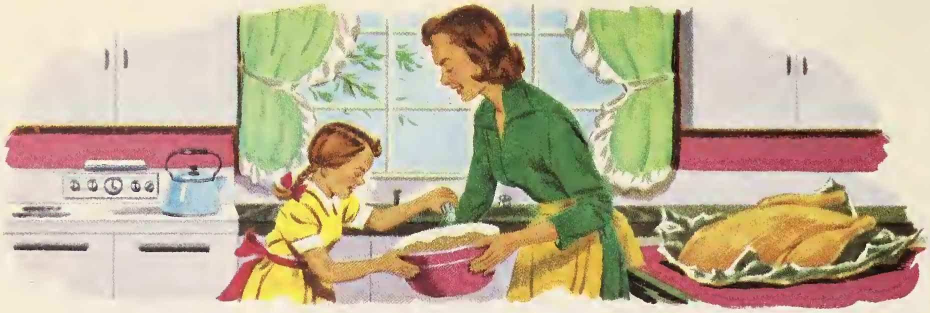


turkey ran but called

beside each box to the correct picture. Have the entire story read aloud.

NEW WORDS: *ran, but, called, turkey*
PURPOSES: To follow story sequence; to associate text with pictures.

Work on the Farm

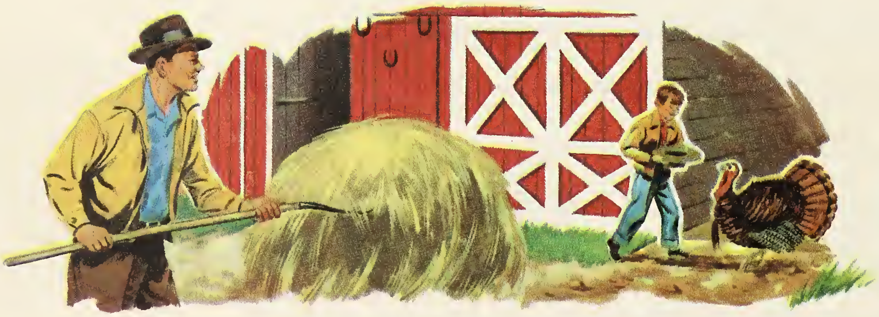


The children want to eat.
Aunt Mary can work fast.
She will get dinner ----.

for the cowboys
for the children
for the pets

Betty works at the farm, too.
She works in the house.
She helps to get a turkey ----.

ready for a ride
ready for the barn
ready for dinner



Uncle Fred works on the farm.
See what he has!
He will take this dinner ----.

to the store
to the house
to the barn

See what Tom has in the hat.
Where will he go?
He will take the turkey ----.

something to eat
something to ride
something to colour

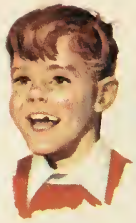
take

(Use with pages 101–107 in *The Little White House*)
NEW WORD: *take*
PURPOSES: To give practice in reading phrases; to use context and picture clues; to make inferences.

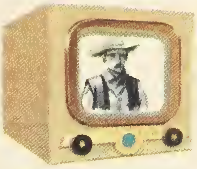
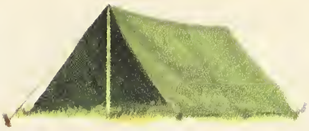
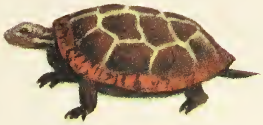
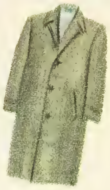
DIRECTIONS: Direct the children to look at the picture in the first row and read the sentences and the phrases below. Have them draw a line under the phrase that correctly completes the last sentence. Allow the children to finish the page independently.

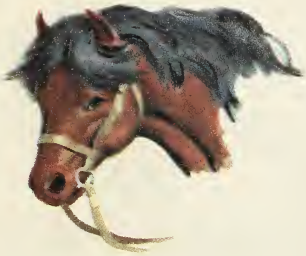
PURPOSES: To develop auditory and visual recognition of the initial consonants *t, p, c, l;* to promote good speech habits.

letter below. Have them look at the pictures in each row and draw a line around each picture whose name has the same beginning sound as the key picture.

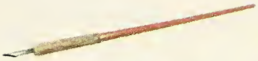
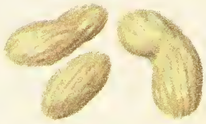
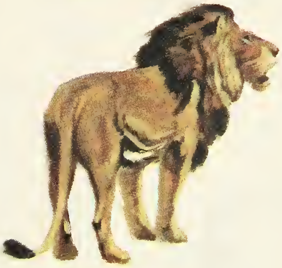
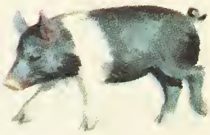


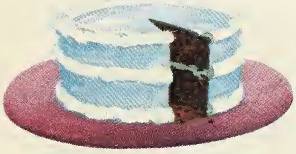
This is T____.

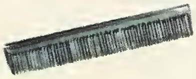
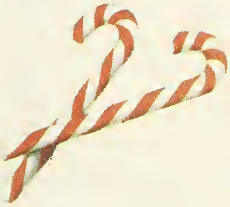
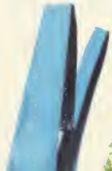
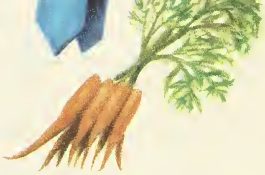


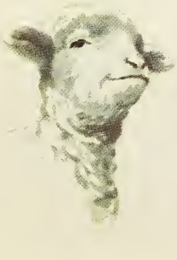
This is P____.

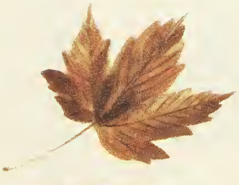
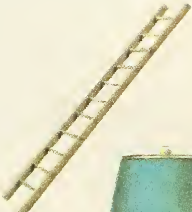
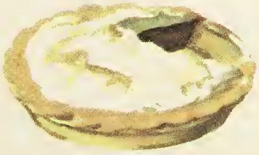
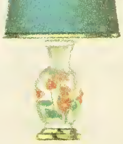


This is a c____.



This is a l____.

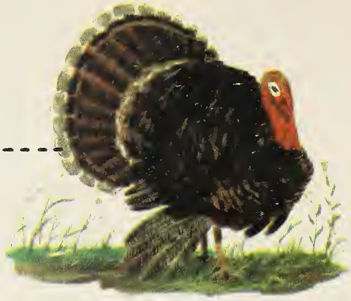





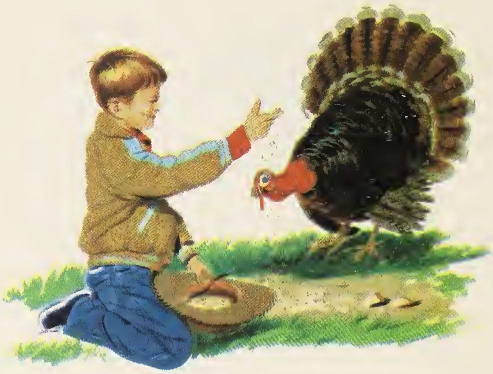
Here is Mr. T. Turkey.
He is a big turkey.
He likes the farm.
He said, "Gobble, gobble."
Where is he?

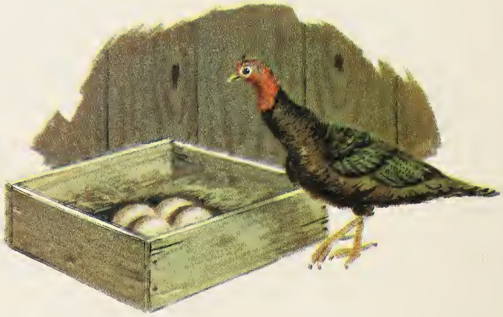
This is Mother Turkey.
She is a big turkey.
She has something for you.
She has it in a box.
Where is she?

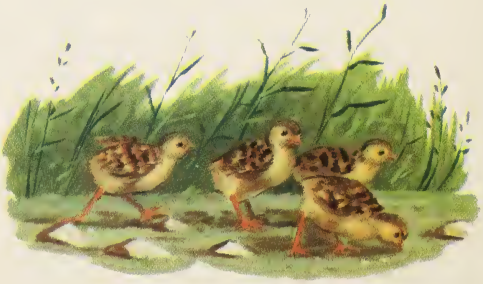
Here are the little turkeys.
They like to play.
They like to run.
They like the farm.
Where are they?

Tom sees the turkey.
Mr. T. Turkey comes fast.
He likes to eat.
He said, "Gobble, gobble."
Where is Tom?







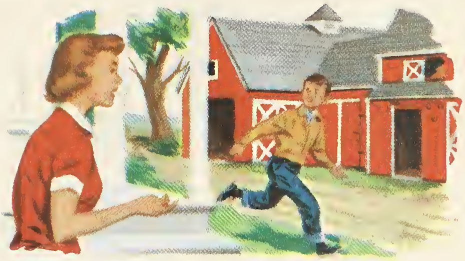


(Use with pages 101–107 in *The Little White House*)
NEW WORD: gobble
PURPOSES: To improve story comprehension; to read for details.

DIRECTIONS: Direct the children to read the story and question in each box and draw a line from the dot beside each box to the correct picture.

gobble

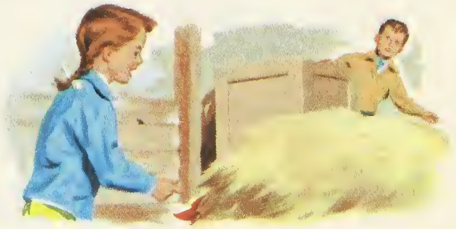
" Dinner is ready," said Mother.
" I can not find Susan.
Where did Susan go ? "



" I saw Susan," said Tom.
" She went to the barn.
I will look for Susan."

Then Tom jumped in the box.
Then Tom ran to the barn.
Then Tom ran to the store.

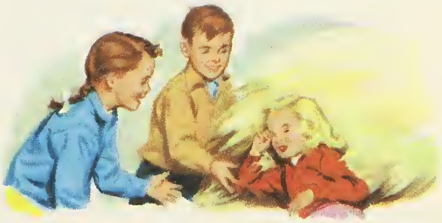
Tom looked in the barn.
He said, " I do not see Susan.
Where is Susan ? "



Betty looked for Susan, too.
Then Betty saw something red.
She said, " What is this ? "

Then Betty ran and looked.
Then Betty jumped in the bo
Then Betty ran to Father.

" Here is Susan ! " said Betty.
" Look at funny Susan."
Betty laughed and laughed.



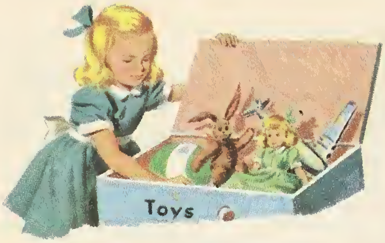
Tom looked at Susan, too.
" You are funny," he said.
" Come and eat dinner now."

Then Susan jumped in the box.
Then Susan called the turkey.
Then Susan went to dinner.

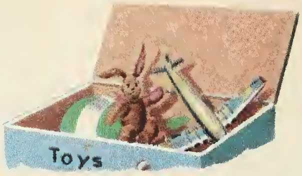
looked then

right and the three sentences below. Have them decide which sentence answers the question
"What happened next?" and draw a line under that sentence.

NEW WORDS: *looked, then*
PURPOSES: To draw conclusions; to follow story sequence.

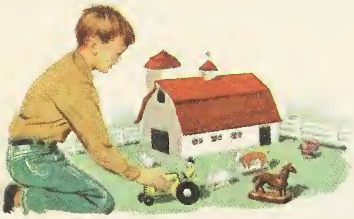


Susan looked at the toys.
She will take a toy away.
Then she will go
and play with Betty.

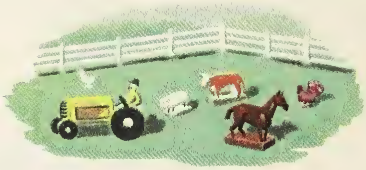


Now look at the toys here.
What toy did Susan take away?

the big ball
little Bunny
little Patsy

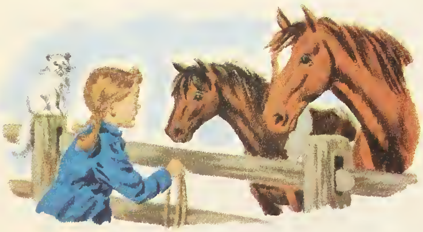


Tom looked at the toy farm.
He will take a toy away.
Then he will put the toy
in the wagon.

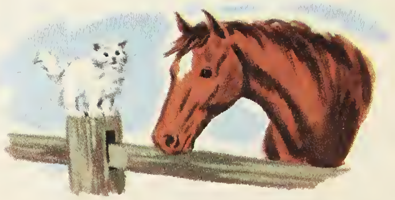


Now look at the toy farm.
What toy did Tom take away?

the toy barn
the toy turkey
the toy pony



Betty looked at the pets.
She will take a pet away.
Then she will take the pet
to the barn.



Now look at the pets.
What pet did Betty take?

Big Red
Frisky
Pony

(Use with pages 108–114 in The Little White House)
PURPOSES: To improve the ability to use picture clues in making comparisons and drawing conclusions; to give practice in reading phrases.

DIRECTIONS: Direct the children to look at the picture at the left and read the story below. Have them look at the picture at the right and the two sentences below. Have them draw a line under the phrase that answers the question.

PURPOSES: To review the concepts and proper use of pronouns; To use context clues; To follow story sequence.

words below. Have them draw a line around the word that correctly completes the second sentence. Have the entire story read aloud.

The children ran to the barn.

---- went to see the kittens.

He She They

Tom ran to the barn fast.

---- called, " Come with me."

She He They

The children looked for the kittens.

---- looked and looked.

He She They

Susan saw a big box in the barn.

---- said, " Look in this big box."

They He She

Betty and Tom ran to Susan.

---- looked in the big box, too.

He They She

Betty laughed and laughed.

---- said, " I do not see kittens ! "

She He They

Tom laughed and laughed.

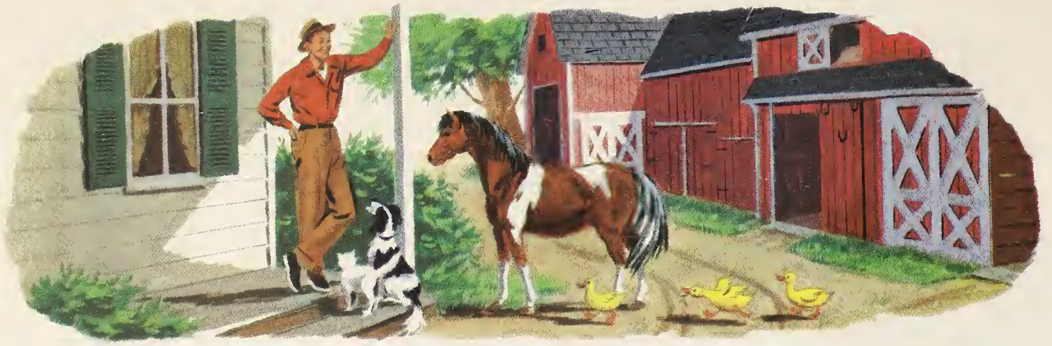
---- said, " This is a surprise ! "

They She He

The children called Mother.

---- said, " See the surprise."

He They She



Pony came ---- the barn for dinner.	do to
Flip and Frisky came ---- Pony.	with want
---- they did not find a good dinner.	Put But
Then ---- went to the farm house.	this they
The ducks ---- the pets go to the house.	saw said
The ---- came to the house, too.	ducks trucks
Uncle Fred saw the pets ---- the ducks.	can and
"The pets want something to eat," he ----.	said red
Uncle Fred ---- take dinner to the pets.	will ball
---- will eat a good dinner in the barn.	The They

ducks came

(Use with pages 115–118 in *The Little White House*)

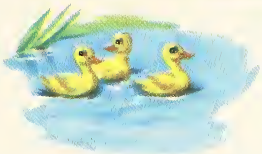
NEW WORDS: *ducks, came*

PURPOSES: To discriminate between words of similar configuration; to use context and picture clues.

DIRECTIONS: Discuss the group picture at the top of the page. Direct the children to read the sentence in each row and the two words at the right. Have them draw a line around the word that correctly completes the sentence.

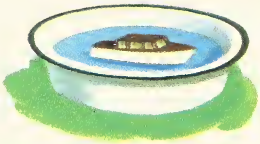
The little ducks like the water.

Mother Duck likes the water, too.



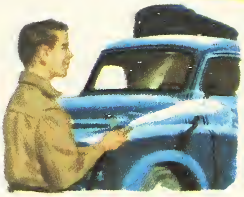
The farm duck is in the water.

See the toy in the water.



Uncle Fred put water on the truck.

Tom has fun with this water.



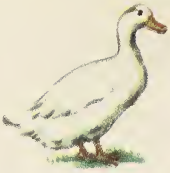
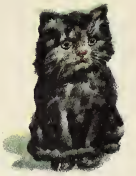
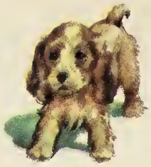
Susan has fun with this water.

Father likes water with dinner.

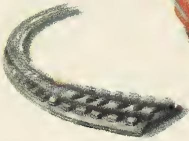
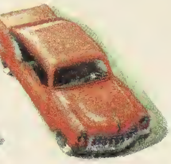
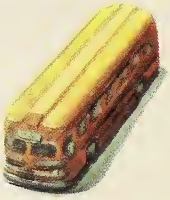
water

PURPOSES: To improve sentence comprehension; to extend the meaning of the word water.

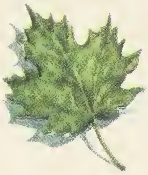
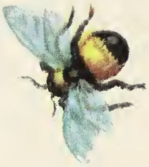
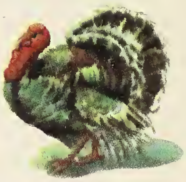
Tom has a big cowboy hat.
But he can not find a ----.

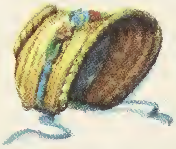
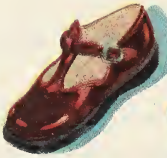
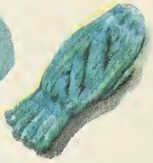
The train is red and black.
But it can not find the ----.

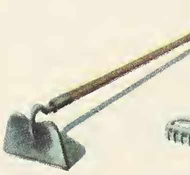
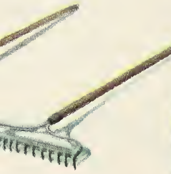
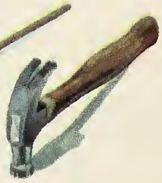
Frisky can go up in the tree.
But she can not get the ----.

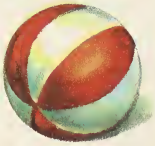
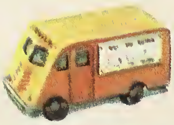
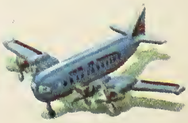
Betty has a white kitten.
But she can not find a ----.

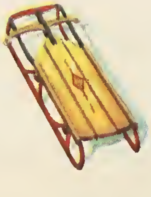
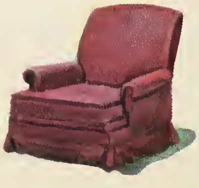
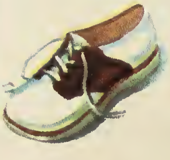
Mother can make a cake.
But she can not make a ----.

I have a little duck.
But I do not have a ----.

Here is something red.
But it is not the little ----.

(Use with pages 115–118 in *The Little White House*)
PURPOSES: To strengthen auditory perception; to hear similar sounds in rhyming words; to promote good speech habits; to review the word *find*.

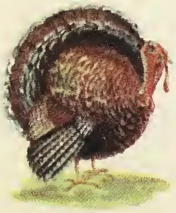
DIRECTIONS: Direct the children to read the two-line rhyme in each row and name the pictures. Have them draw a line around the picture whose name correctly completes the rhyme.

do come on	thank your store	put it too	laughed looked jumped
take thank please	mew-mew gobble bow-wow	she my me	eat has pets
cake make take	did but fun	now ran run	laughed looked called
then he they	laughed where looked	where water want	come can came

farm
for
store

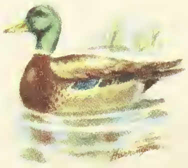
Aunt Mary
Uncle Fred
Father

stop
chair
children



train
turkey
truck

black
know
barn

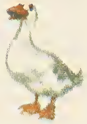


Jack
black
duck

House.

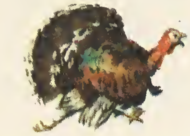
Allow the children to do the last two rows independently.

What Can They Do?



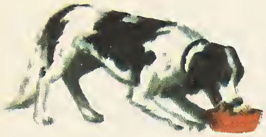
What can a duck do?

quack
black
gobble



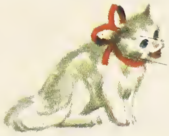
What can a turkey do?

quack
gobble
good



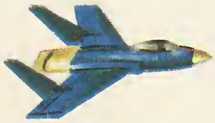
What can Flip do?

eat
mew
quack



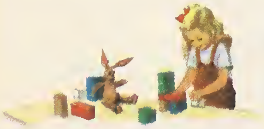
What can Frisky Kitten do?

mew
now
me



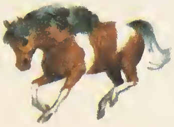
What can the airplane do?

quack
zoom
look



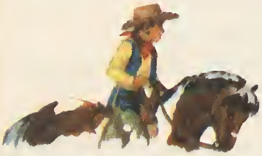
What can Susan do?

please
away
play



What can Pony do?

fun
run
red



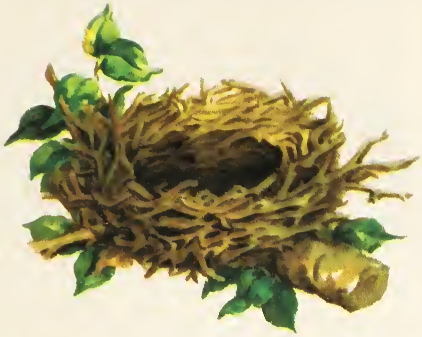
What can Tom do?

ride
cake
ready

quack

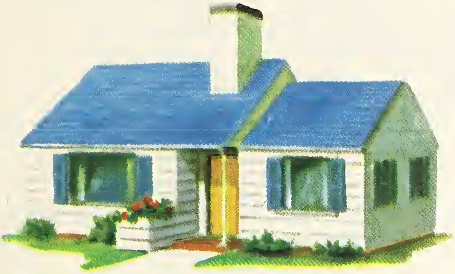
(Use with pages 119–122 in *The Little White House*)
NEW WORD: quack
PURPOSES: To discriminate between words of similar configuration; to use picture clues; to make judgments.

DIRECTIONS: Direct the children to look at the picture, read the question, and draw a line under the correct word in each row.



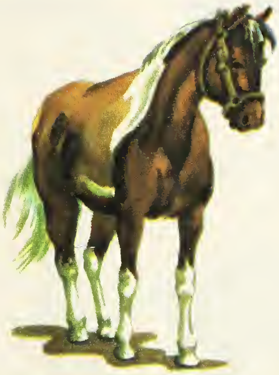
Nan house now

have not Nan



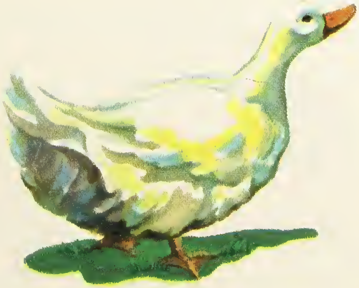
home did hat

has dinner happy



paint pets now

Nan put party



did put down

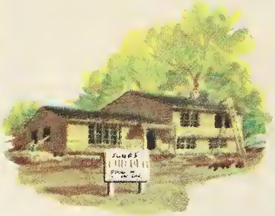
pet dinner duck

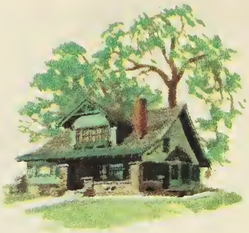
beginning sound as the name of the key picture.

promote good speech habits.

What Did They See?

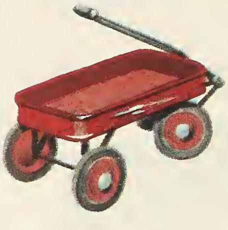
"Come, Tom," said Betty.
"Come and walk with me.
I want you to see a new house."

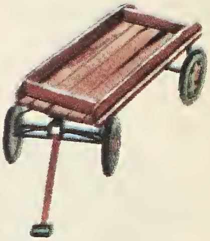




What house did Tom see?

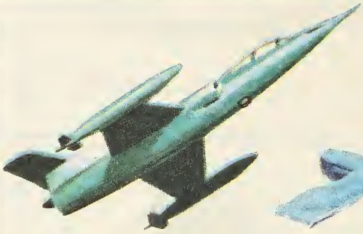
Tom said, "Thank you, Betty!
I do not have to walk.
See me ride in my new wagon."

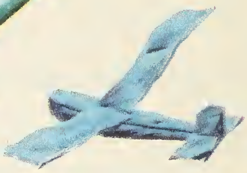




What wagon did Betty see?

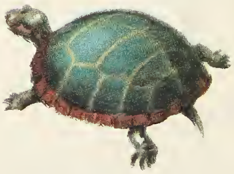
Mother said, "Come here, Tom.
Come and walk with me.
I want you to see a new toy."

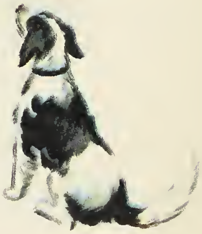




What toy did Tom see?

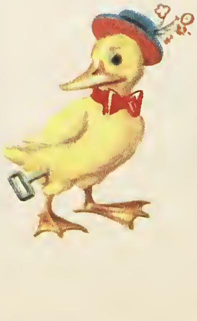
Betty said, "Look, Tom.
Here comes your pet.
He is not a new pet."

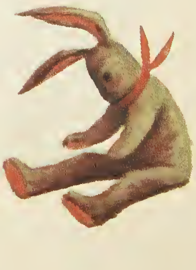




What pet did Tom see?

Susan said, "My toy is not new.
It can not walk.
But I like it."





What toy did Susan see?

walk new

NEW WORDS: *new*, *walk*
PURPOSES: To make judgments; to enrich the meaning of the word *new*; to read for details.

them draw a line around the correct picture.

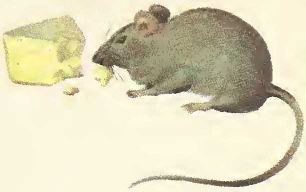
PURPOSE: To improve sentence comprehension. Have the children underline the Dictionary Card word in the sentences in each row.

before the picture.

The mouse is in the water.

See the mouse run away.

The little mouse likes to eat.

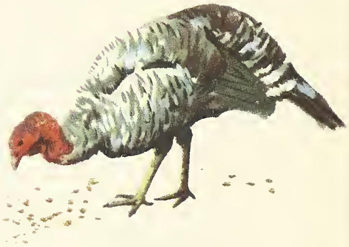


mouse

The turkey is in the water.

See the turkey eat.

The turkey is in the barn.

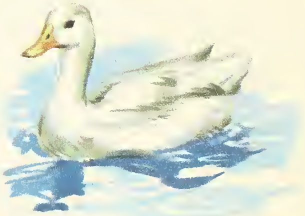


turkey

See the duck in the water.

The duck is in the box.

Look at the seven ducks.

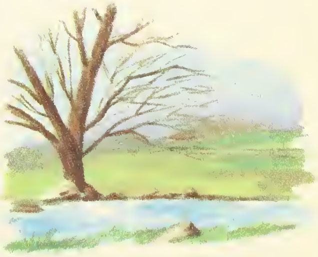


duck

This water is on the farm.

The kitten is in the water.

This water is in the house.



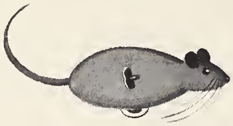
water

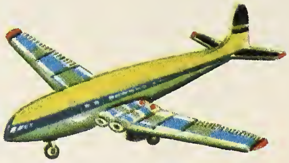
mouse

mouse

mouse

It is a toy for the kitten.
Frisky likes to play with it.
Do you know what it is?

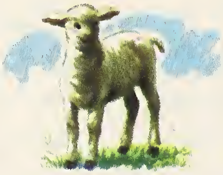


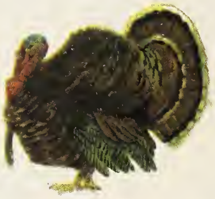


turkey

turkey

It is on the farm.
It said, "Gobble, gobble."
Do you know what it is?

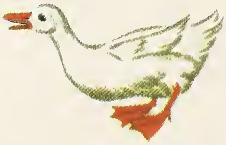


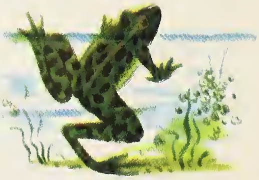


duck

duck

It can go in the water.
It said, "Quack, quack."
Do you know what it is?

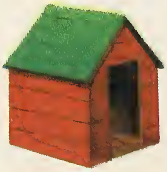


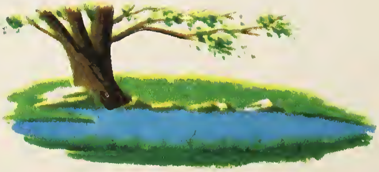


water

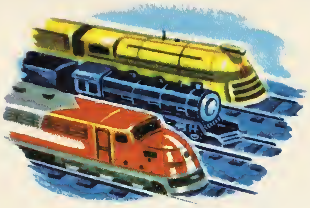
water

It is on the farm.
The little ducks like it.
Do you know what it is?





PURPOSES: To read for the main idea of a riddle; to use context and picture clues. draw a line around the correct picture.



" See the toys," said Tom.
" The ---- are ready to go."

train
trains

Betty has a new toy.
It is a little toy -----.

duck
ducks

Frisky's new toy is a mouse.
See Frisky with the -----.

toy
toys

The ducks are at the farm.
The ---- are at the farm, too.

turkey
turkeys

Tom likes to ride fast.
The ---- like to ride, too.

cowboy
cowboys

Tom looked for a new toy.
He went to a toy ----.

store
stores

PURPOSE: To develop concepts and proper use of plural forms of nouns.

This is Funny Mouse.
He put on a big cowboy hat. ●

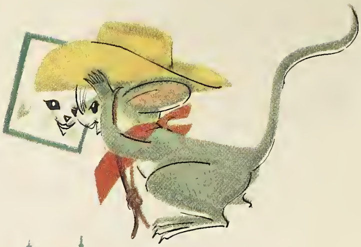
Funny Mouse jumped on Funny Pony.
Away he went on Funny Pony. ●

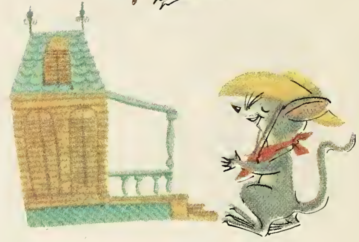
Funny Mouse came to a funny house.
He went in the funny house. ●

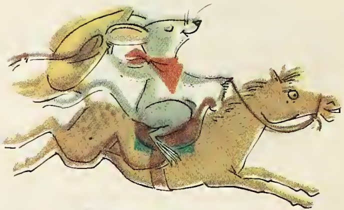
Funny Mouse saw a birthday cake.
He saw the little green candles. ●

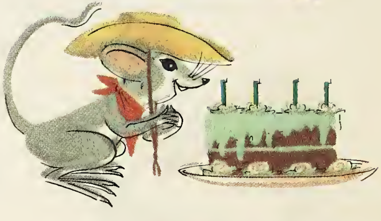
Funny Mouse put on a birthday hat.
He jumped up and down. ●

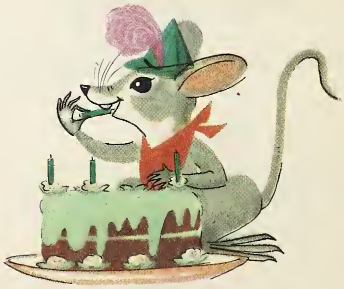
Funny Mouse did not eat the cake.
He said, "I like candles.
I will eat the green candles."
And he did! ●

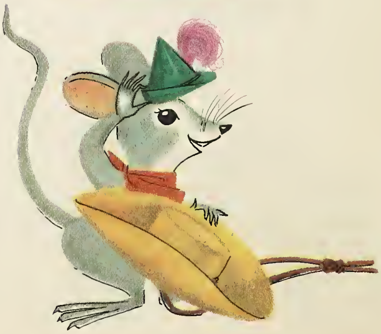








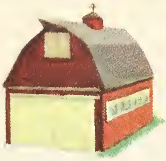
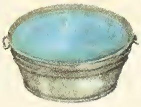
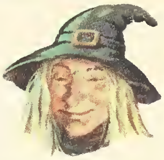




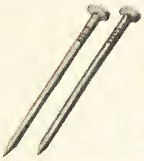
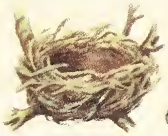
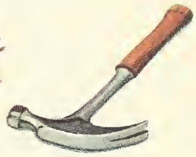
(Use with pages 127–130 in *The Little White House*)
PURPOSES: To follow story sequence; to use context and picture clues.

DIRECTIONS: Direct the children to read the story in each box and look at all the pictures. Have them draw a line from the dot beside each box to the picture that goes with it. Have the entire story read aloud.

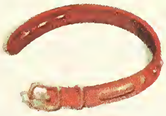
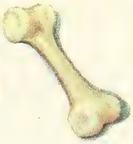
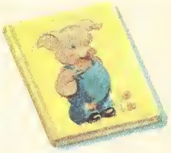
Tom has a new toy boat.
He put the boat in the w_ _ _ _.

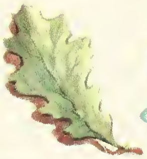
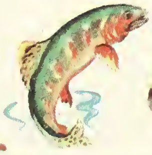
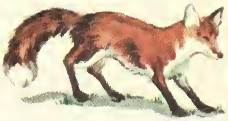
Jack will make a new boat.
He will get the n_ _ _ _.

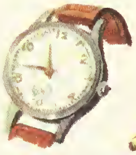
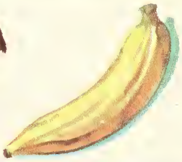
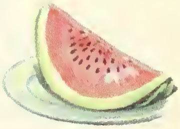
Flip wants something to eat.
He wants a big b_ _ _ _.

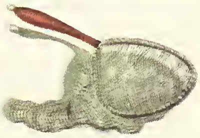
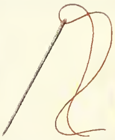
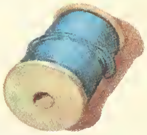
Frisky came to the water.
She saw a big f_ _ _ _.

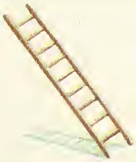
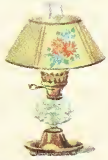
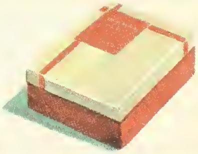
Betty wants something to eat.
She likes w_ _ _ _.

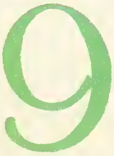
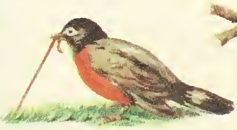
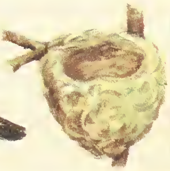
Mother will make Patsy's hat.
She will want a n_ _ _ _.

Father can not get the apples.
He will get a l_ _ _ _.

Susan looked up in the tree.
She saw a little n_ _ _ _.

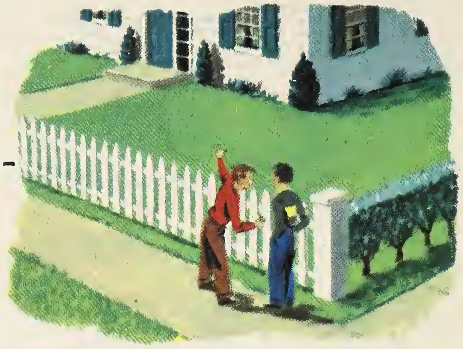
boat

NEW WORD: boat
PURPOSES: To develop auditory and visual recognition of initial consonants w, n, b, f, l; to promote good speech habits.
Have them look at the pictures at the right and draw a line around the picture which correctly completes the second sentence.

A Race With Tom and Jack

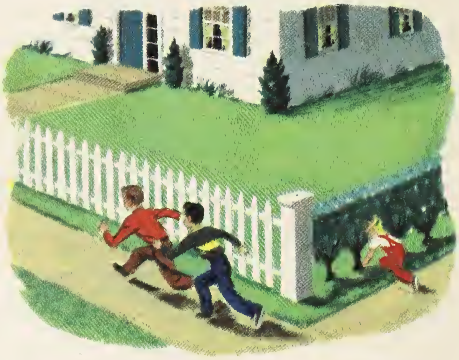
Jack said, "I can run fast.
Do you want to race, Tom?"

"I will race," said Tom.
"We can race to your house."



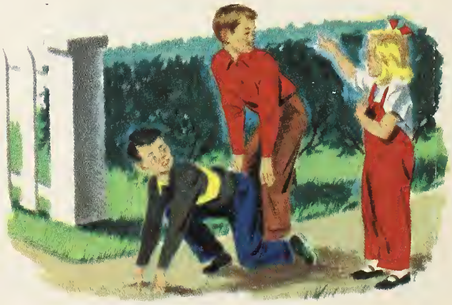
Susan said, "I can run fast.
I want to race, too."

Tom said, "You are too little.
You can not run fast."



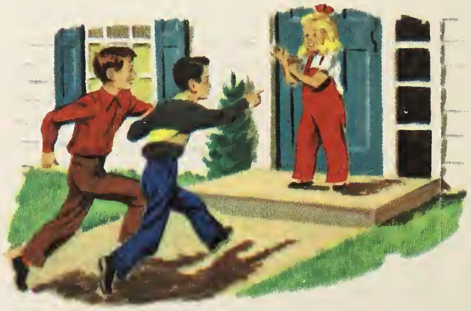
Away ran Jack and Tom.
Then away went Susan.

Susan ran fast.
See where Susan went!



Jack said, "Susan is at my house.
This is a funny race."

Tom laughed, "Susan is here.
She did race fast."



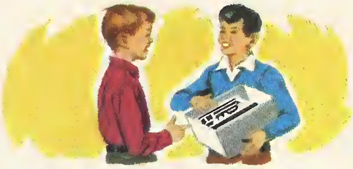
(Use with pages 131–134 in *The Little White House*)
NEW WORD: *race*
PURPOSES: To read for the main idea; to follow story sequence.

DIRECTIONS: Direct the children to read the story in each box and look at the pictures. Have them draw a line from the dot beside each box to the picture that goes with it. Have the entire story read aloud.

race

Here are Nan and Jack.
The children came ----.

to the farm
to Betty's house
to the toy store

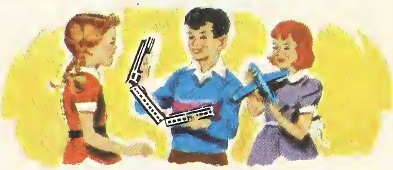


Jack has a big toy train.
Jack's big train is ----.

in a wagon
in a box
in a boat

Nan's toy can go fast.
Nan's toy is ----.

a little blue boat
a big toy duck
a little blue airplane

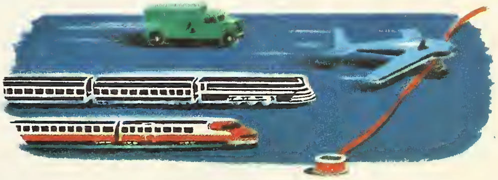


Now the children will play.
They will play ----.

in the house
in the barn
in the water

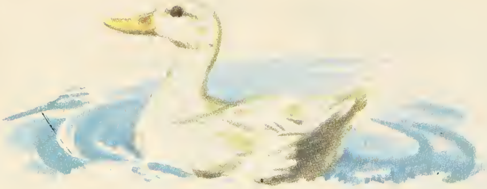
Father said, " Have a race.
You can have a good race ----."

with your toys
with your pets
with your wagons



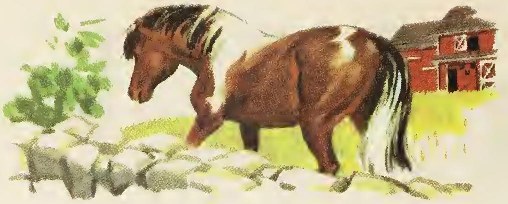
Look at the race.
Nan's blue airplane is ----.

too fast for Flip
too fast for the toys
too fast for Mr. Green



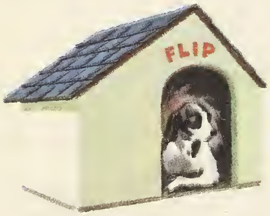
out of the water

in the water



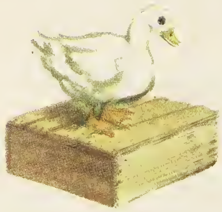
in the barn

out of the barn



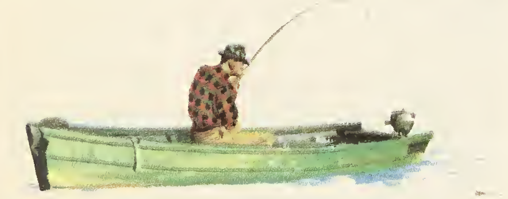
out of the house

in the house



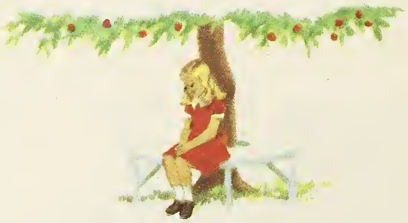
on the box

in the box



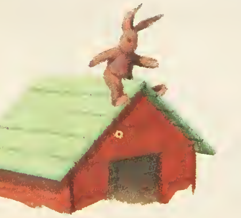
in the boat

out of the boat



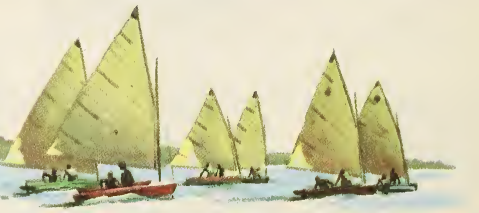
in the house

out of the house



on the play house

in the play house



out of the water

in the water

out of

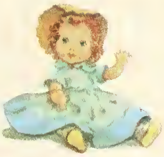
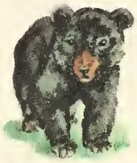
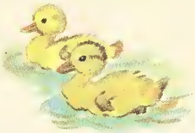
(Use with pages 135–141 in *The Little White House*)
NEW WORDS: *out, of*
PURPOSES: To give practice in reading phrases; to use context and picture clues; to develop the concepts of *in* and *out.*

DIRECTIONS: Direct the children to read the two phrases in each box, look at the picture, and draw a line under the phrase that goes with the picture.

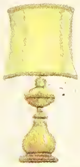
NEW WORDS: yellow, some
PURPOSES: To develop auditory and visual recognition of the initial consonants d, t, h, r, p, w; to promote good speech habits.

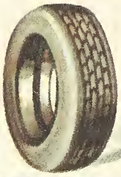
Have them look at the pictures at the right and draw a line around the picture which correctly completes the second sentence.

Can you see the farm pets?
I see some yellow d----.

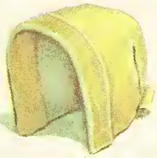
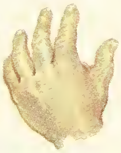
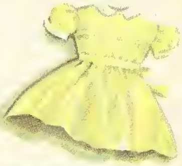




Mother went to the store.
She wants some yellow t----.

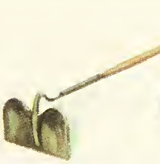
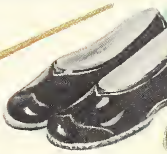
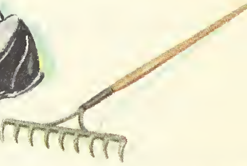




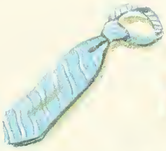
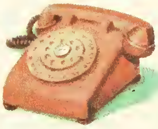
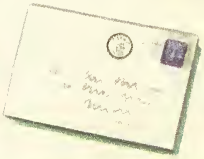
We can not go now.
Where is Nan's yellow h----?

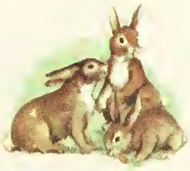
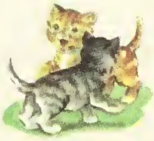
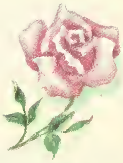
Uncle Fred went to the barn.
He will get a r----.

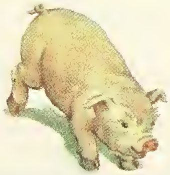
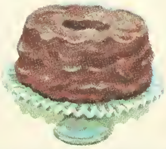
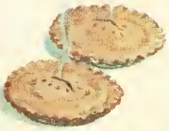
Father can not come home now.
He called Mother on the t----.

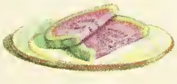
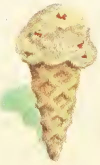
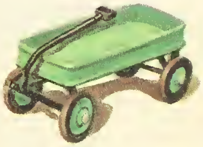
Nan has some new pets.
She has some r----.

Mother has dinner ready.
She has some apple p----.

What do children like to eat?
It is fun to eat some w----.

some yellow

Who

Who said, "I do not want

black ducks"?

Who said, "MEW, MEW"?

Who ran away fast?

Where

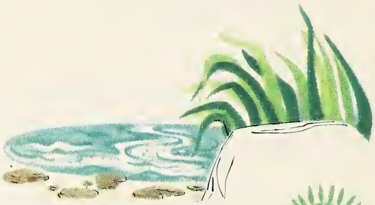
Where did Mother Duck take

the black ducks?

Where did the yellow ducks walk?

Where did the kittens

find a dinner?



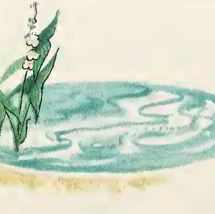
What

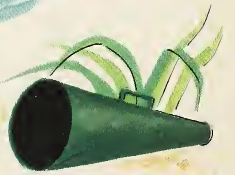
What did the little ducks like?

What did the little kittens

want to eat?

What did Black Kitten have?





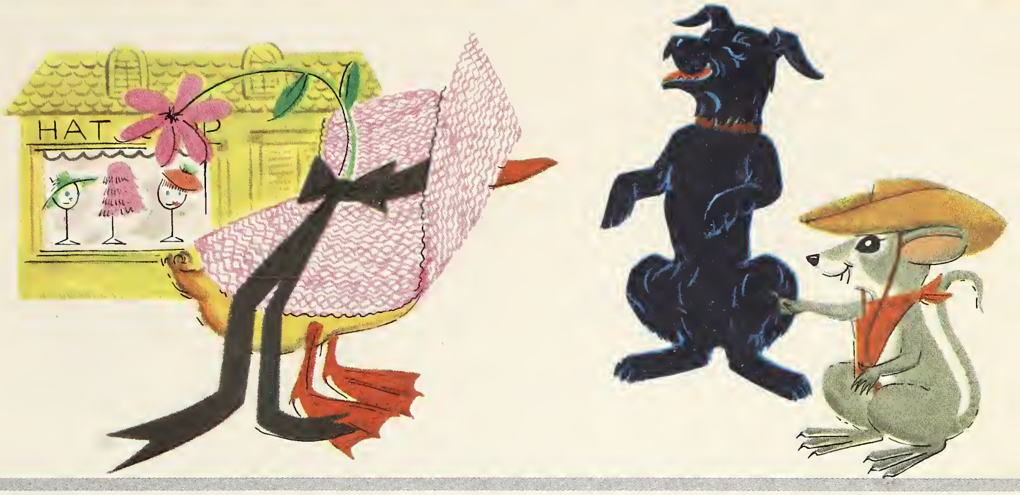
who

NEW WORD: *who*

PURPOSES: To give practice in recalling story facts; to develop concepts of *who, where,* and *what.*

questions in each row and look at the pictures. Direct them to draw a line from each question to the picture that answers the question. Allow them to finish the page independently.

What a Big Hat!



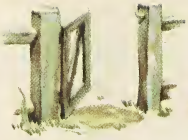
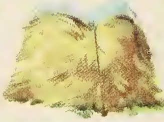
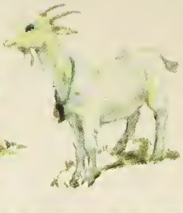
Yellow Duck said, "I want a new hat. Who will ---- to the store with me?"	walk walked
Black Dog said, "I will go with you." The dog and the duck ---- away.	walk walked
They looked at hats in the hat store. Yellow Duck said, "---- at my new hat!"	Look Looked
They went out of the store. The duck said, "Now we can ---- home."	walk walked
Little Mouse came out of the store. He ---- at the big hat.	look looked
"Who are you?" said the mouse. The duck said, "Come and ---- at me."	look looked
Little Mouse said, "I did ---- at your hat. But I did not see YOU. Your hat is too big!"	look looked

dog walked

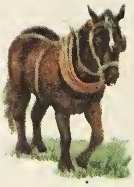
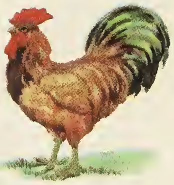
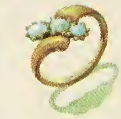
NEW WORDS: dog, walked
PURPOSES: To recognize root words in derived forms; to use verb forms in simple sentences;
to follow story sequence.

the two sentences in each row and the two words at the right and draw a line under the word
that correctly completes the second sentence. Have the entire story read aloud.

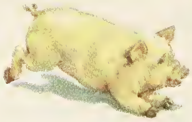
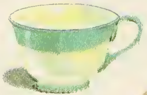
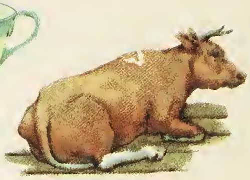
Pony wants to come home.
He will come in the g----.

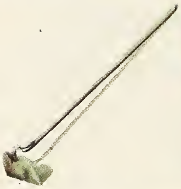
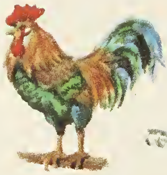
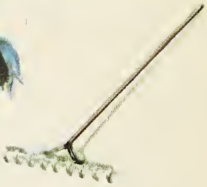
Betty walked to the barn.
She saw a big r----.

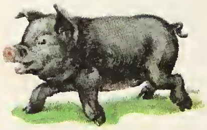
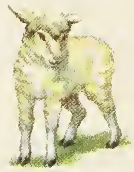
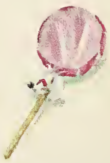
Uncle Fred walked to the barn.
He saw a big c----.

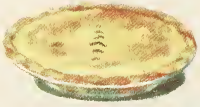
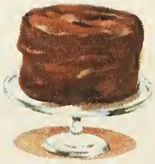
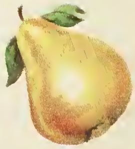
Tom likes to work on the farm.
He works with a r----.

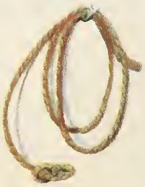
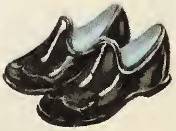
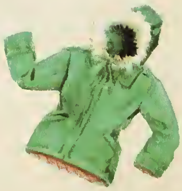
Uncle Fred walked to the barn.
He saw a little white l----.

Mother went to get some apples.
She wants to make a p----.

Susan saw water on the walk.
She put on r----.

(Use with pages 147–152 in *The Little White House*)
PURPOSES: To develop auditory and visual recognition of the initial consonants *g, r, c, l, p;* to develop good speech habits.

DIRECTIONS: Direct the children to read the two sentences in each box, look at the pictures, and draw a line around the picture which correctly completes the second sentence.

Tom has a new boat.
Where will he put the boat?

He will put the boat in the water.
He will put the boat in the tree.

boat

Nan saw something run fast.
What did she see?

She saw a big black dog.
She saw a big black box.

dog

Tom and Jack want to go fast.
What will they do?

They will walk to the store.
They will race to the house.

race

This colour is yellow.
What is yellow on the farm?

The water is yellow.
The little ducks are yellow.

yellow

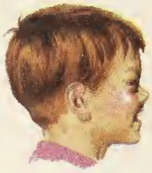
PURPOSES: To make inferences; to use context clues. a line under the sentence that answers the question in the box. Have the children underline the Dictionary Card word in the sentences in each row.

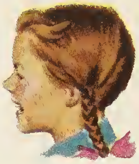
DICTIONARY CARDS (Use with pages 147–152 in *The Little White House*)
PURPOSE: To use context and picture clues.

boat

boat

Betty said, "Tom's boat is here.
It can go fast."
Who has a fast boat?

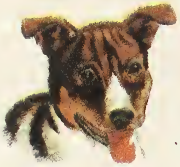


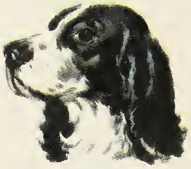


dog

dog

Tom said, "This is my dog.
He is in the barn."
Who is in the barn?

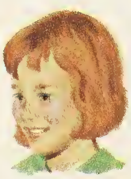


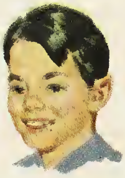


race

race

Jack said, "Here I come, Tom.
I will race with you."
Who will race with Tom?

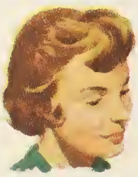


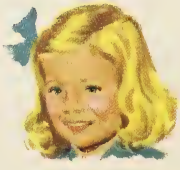


yellow

yellow

Susan said, "I have a blue hat.
Mother's hat is yellow."
Who has a yellow hat?





DIRECTIONS: Direct the children to read the sentences in each row and draw a line around the correct picture. Have the children underline the Dictionary Card word in the sentences in each row.

Uncle Fred Can Plant Wheat

Uncle Fred can plant wheat.
He will plant the wheat here.
Put a red X on Uncle Fred.

See the wheat now!
Colour the wheat green here.
Put a yellow X on the barn.

Now look at the wheat.
Colour the wheat yellow here.
Then colour the barn red.

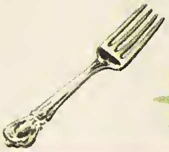
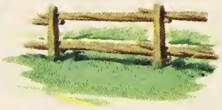
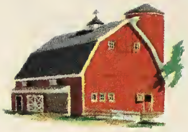
Aunt Mary will make bread.
Put a green X on the bread.
Put a red X on Aunt Mary.

plant wheat bread

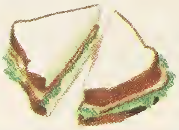
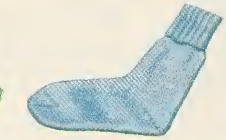
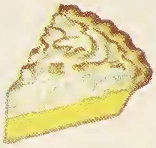
NEW WORDS: *plant, wheat, bread*
PURPOSES: To follow printed directions; to recognize sequence of ideas.

and follow the printed directions.

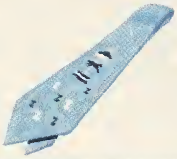
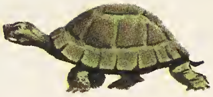
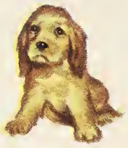
Big Red ran and ran.
He jumped the f_ _ _ _.

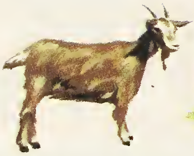
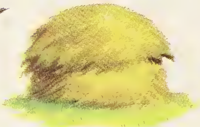
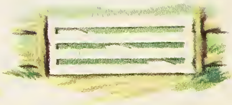
Tom wants to eat.
Mother will make a s_ _ _ _.

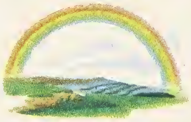
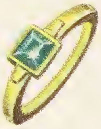
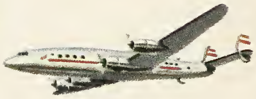
The children saw a pet.
It is a little t_ _ _ _.

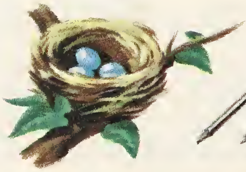
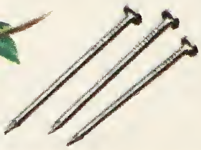
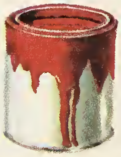
Pony ran away.
He went out the g_ _ _ _.

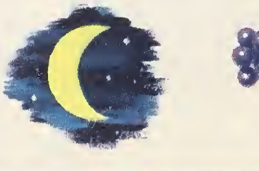
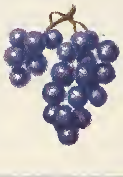
Tom looked up.
He saw a big r_ _ _ _.

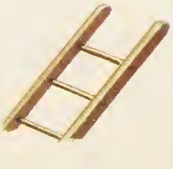
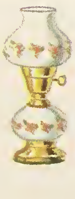
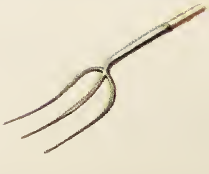
Tom will make a boat.
He will want some n_ _ _ _.

Mother has dinner ready.
The children will have m_ _ _ _.

Frisky is up in the tree.
Father will get the l_ _ _ _.

(Use with pages 153-159 in *The Little White House*)

PURPOSES: To review auditory and visual recognition of the initial consonants *f, s, t, g, r, n, m, l,* to promote good speech habits; to use context clues.

DIRECTIONS: Direct the children to read the two sentences in each row and notice the key letter. Have them look at the pictures at the right and draw a line around the picture which correctly completes the second sentence.

Little Red Hen saw - - - -

some yellow bread.

some yellow wheat.

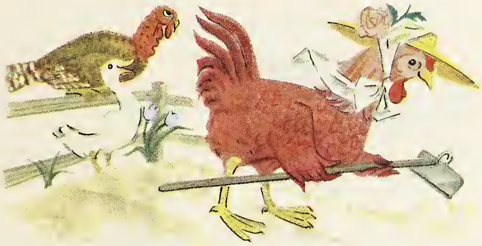
some yellow kittens.

Little Red Hen said, - - - -

" I will eat this wheat."

" I will play with this wheat."

" I will plant this wheat."



The duck and turkey did - - - -

help Little Red Hen.

not help Little Red Hen.

run to the mill.

Then Red Hen did take - - - -

the wheat to the mill.

the wheat to the store.

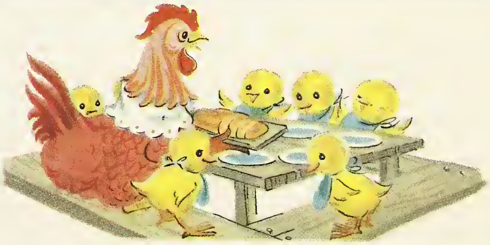
the bread to the mill.

Then Little Red Hen did - - - -

make some cake.

make some toys.

make some bread.



Little Red Hen said, - - - -

" The duck can eat my bread."

" The turkey can eat my bread."

" My children and I will eat this bread."

hen mill

a line under the phrase that correctly completes the sentence.

NEW WORDS: *mill, hen*

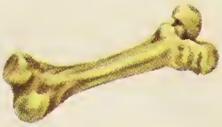
PURPOSES: To give practice in recalling story facts; to give practice in reading phrases.

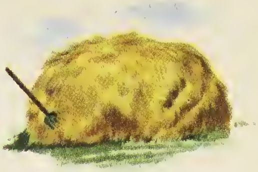
Guess

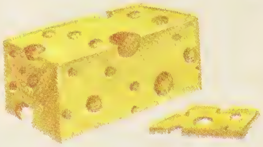
Guess what a mouse likes to eat.

Guess what a dog likes to eat.

Guess what a pony likes to eat.





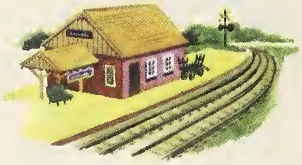


Find

Find something for a boat.

Find something for a train.

Find something for a truck.



Make

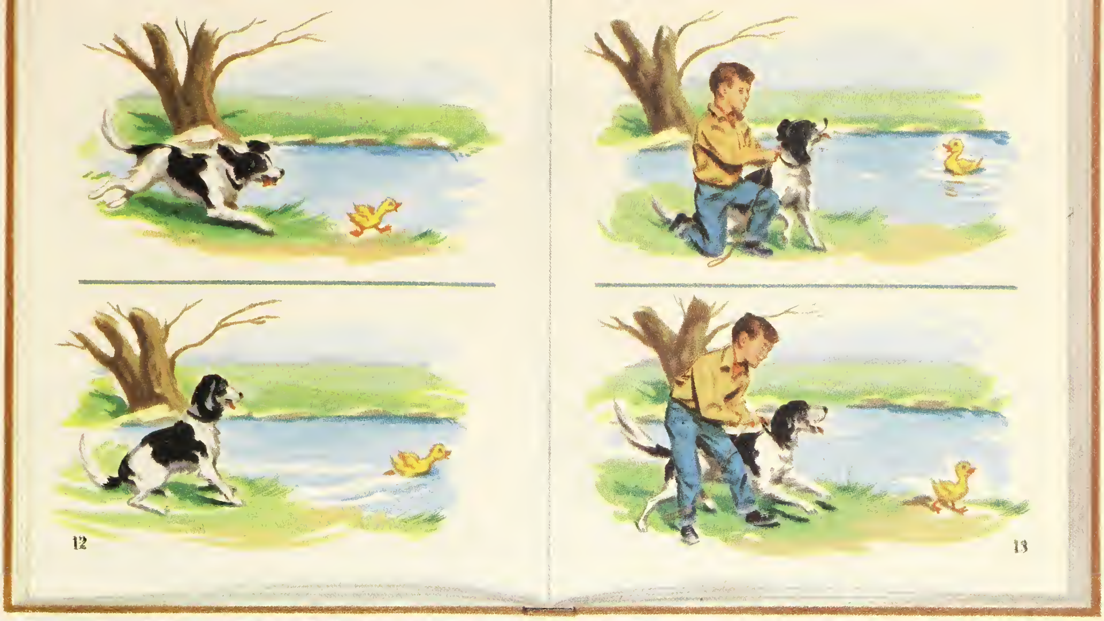
Make a yellow duck.

Make a black cowboy hat.

Make a green boat.

(Use with pages 153–159 in *The Little White House*)
PURPOSES: To see relationships; to follow printed directions; to develop concepts of *guess*, *find*, and *make*.

DIRECTIONS: In rows 1 and 2 direct the children to read the three sentences, look at the pictures, and draw a line from each sentence to the correct picture. In row 3 have the children follow the printed directions.



Is the yellow duck little?	Yes, she is. She is not.
Did the little yellow duck run fast?	Yes, she did. She did not.
Did Flip go in the water?	Yes, he did. He did not.
Did the little yellow duck get away?	Yes, she did. She did not.
Did Tom stop Flip?	Yes, he did. He did not.
Did Flip get the little yellow duck?	Yes, he did. He did not.
Did the duck come out of the water?	Yes, she did. She did not.
Is the little yellow duck happy to see Tom?	Yes, she is. She is not.

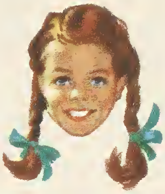
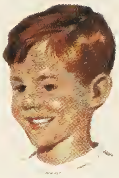
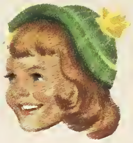
yes

NEW WORD: yes
PURPOSES: To use picture clues; to improve sentence comprehension; to develop the concept of yes.

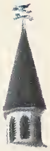
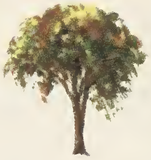
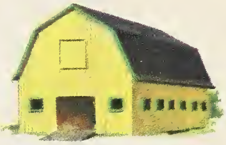
draw a line under the correct answer.

Fun for You

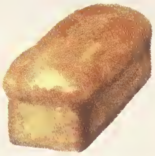
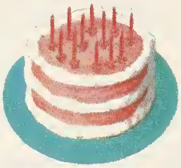
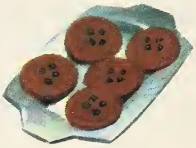
Away Jack ran
To race with ----.

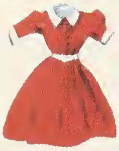
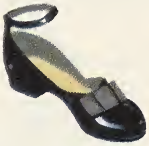
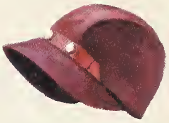
What can you see
Up in the ---- ?

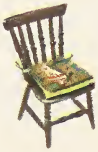
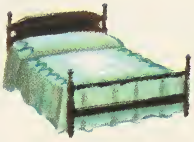
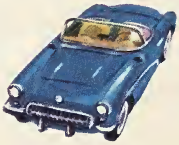
My mother will make
A big birthday ----.

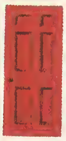
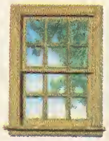
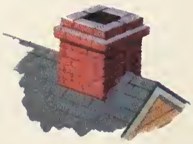
Mother, what can I do ?
I can not find my ----.

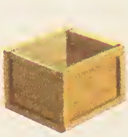
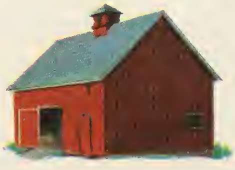
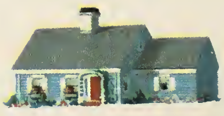
" Look ! " said Uncle Fred.
" Flip is on my ----."

Tom saw the toy store.
It has a red ----.

Please go, little mouse.
Do not play in my ----.

(Use with pages 160–164 in *The Little White House*)

PURPOSES: To strengthen auditory perception; to hear similar sounds in rhyming words; to promote good speech habits.

DIRECTIONS: Direct the children to read the two-line rhyme in each row, name the pictures, and draw a line around the picture whose name correctly completes the rhyme.

PURPOSES: To improve sentence comprehension; to use picture clues.

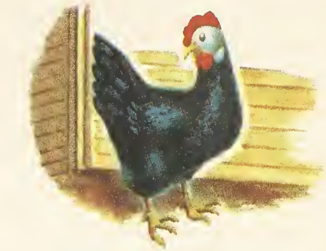
Have them decide which sentence tells about the picture and draw a line from that sentence to the dot before the picture. Have the children underline the Dictionary Card word in the sentences in each row.

Here is a little white hen.

This black hen is in the barn.

The hen walked to Uncle Fred.

●



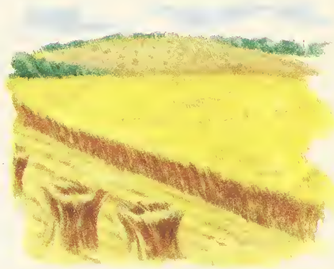
hen

This wheat is in the truck.

This wheat is in the barn.

This wheat is yellow.

●



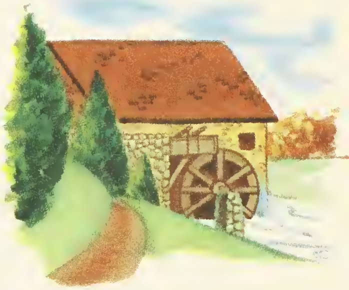
wheat

This is a mill.

See the duck at this mill.

This wheat mill is blue.

●



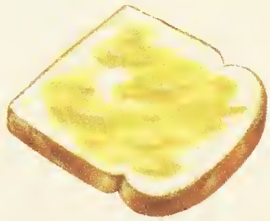
mill

This bread is black.

This bread is at the store.

Here is some bread ready to eat.

●

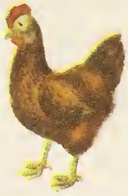


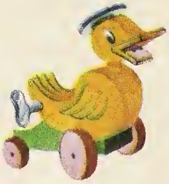
bread

hen

hen

She can run in the barn.
She likes to eat wheat.
Do you know who she is?

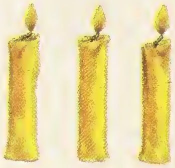


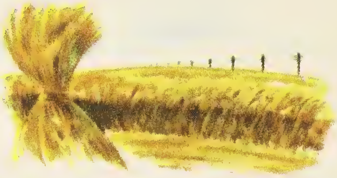


wheat

wheat

Uncle Fred can plant this.
Now it is yellow.
Do you know what this is?

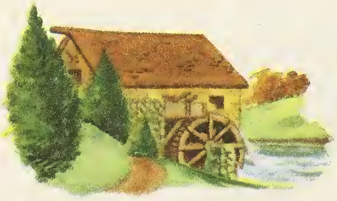


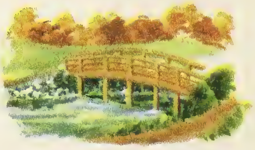


mill

mill

Red Hen did plant the wheat.
The wheat came up.
Where did she take the wheat?

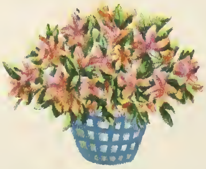


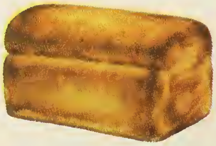


bread

bread

Aunt Mary can make this.
This is good to eat.
Can you guess what this is?





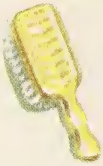
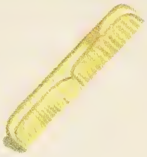
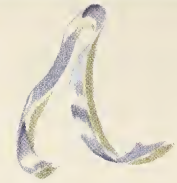
DICTIONARY CARDS (Use with pages 160–164 in *The Little White House*)
PURPOSE: To read for the main idea of a riddle.

DIRECTIONS: Direct the children to read the riddle in each row and draw a line around the correct picture.

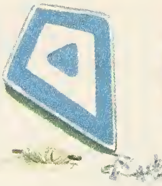
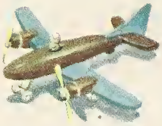
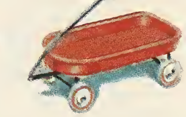
PURPOSE: To test the ability to recognize at sight words presented in Units V and VI of *The Little White House.* See inside back cover for the list of words to pronounce and for instructions for giving the test.

new now mew	looked walk look	gobble quack thank	race take cake
blue yellow green	but out not	on to of	some come home
went walked looked	but who put	plant quack please	out yes has
happy house mouse	mouse boat train	dog duck turkey	then hat hen
walked what wheat	will eat mill	barn bread ready	stop duck paint

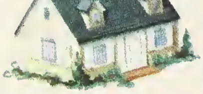
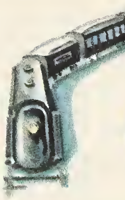
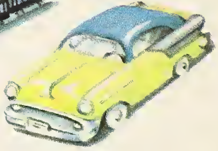
Betty, go home
And get your ----.

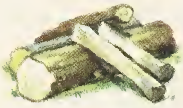
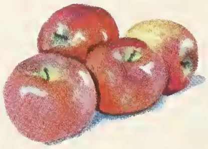
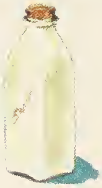
This is blue and white.
Look at Tom's new ----.

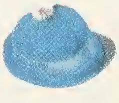
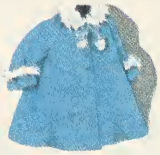
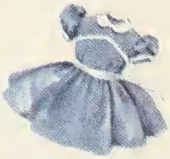
I know where you are.
You are in the ----.

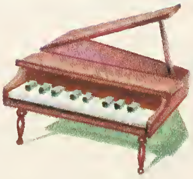
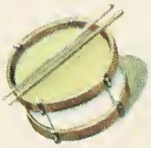
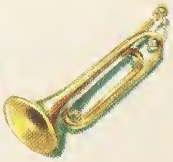
Father said, "You are good.
Help me get some ----."

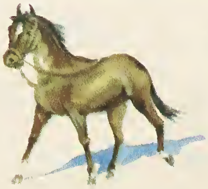
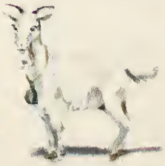
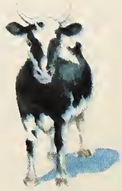
Susan can not guess
The colour of my ----.

Jack said, "I will come.
I will play your ----."

Flip said, "Bow-wow."
He likes the ----.

(Use with pages 165–170 in *The Little White House*)
PURPOSES: To strengthen auditory perception; to hear similar sounds in rhyming words; to promote good speech habits.

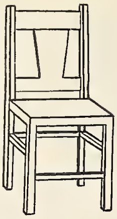
DIRECTIONS: Direct the children to read the two-line rhyme in each row, name the pictures, and draw a line around the picture whose name correctly completes the rhyme. Have the children read the rhymes aloud.

PURPOSES: To make judgments; to recognize absurdities.

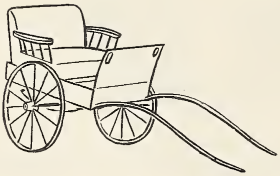
at the right. Have them draw a line under the sentence that answers the question.

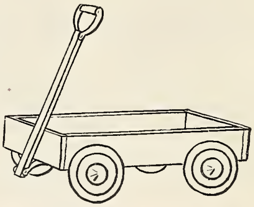
Is a boat a plant?	It is. It is not.
Is a big red apple good to eat?	It is. It is not.
Do little mills paint houses?	Yes, they do. They do not.
Do plants have birthday cakes?	Yes, they do. They do not.
Do turkeys eat in the barn?	Yes, they do. They do not.
Do trains plant wheat?	Yes, they do. They do not.
Do hens have cowboy hats?	Yes, they do. They do not.
Do hens like to eat wheat?	Yes, they do. They do not.
Do we make cakes at home?	Yes, we do. We do not.
Do kittens like to play in the water?	Yes, they do. They do not.

Find Susan's chair.
Colour it green.

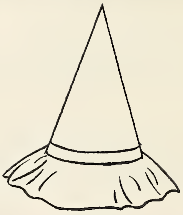


Find Little Mouse's wagon.
Colour it yellow and red.

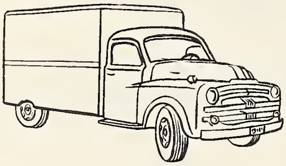


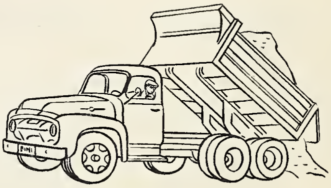


Find Nan's party hat.
Colour it red.

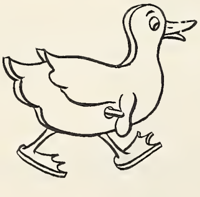


Find Mr. Green's truck.
Colour it blue and yellow.

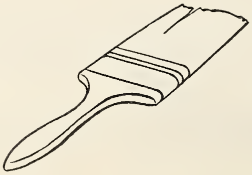


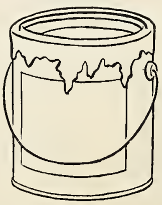


Find Betty's toy duck.
Colour it yellow.



Find Father's paint can.
Colour the paint red.





(Use with pages 171–176 in *The Little White House*)
PURPOSES: To develop concepts and proper use of the possessive form of nouns; to follow printed directions; to recall story facts in *The Little White House*.

DIRECTIONS: Direct the children to read the two sentences in each row and follow the printed directions.

PURPOSE: To read for the main idea. and draw a line under the best title.

Betty and Mother will stop at the store.
Betty wants a new hat.
She likes the yellow hat.
Mother will get it for Betty.

Dinner for Betty
A Fast Race
A New Hat for Betty

"Here is Pony," said Tom.
"I have my cowboy hat.
I can ride.
Now I can ride fast on Pony."

A Fast Wagon Ride
Ride, Cowboy, Ride
A Good Train Ride

Tom has a blue boat.
Betty has a yellow boat.
Tom and Betty will put the toy boats in the water.
See the toy boats go fast!

Tom's New Boat
A Boat Race
Betty's Toy Duck

A little mouse looked for something to eat.
He walked to the barn.
Then he saw Frisky.
The mouse ran away fast.

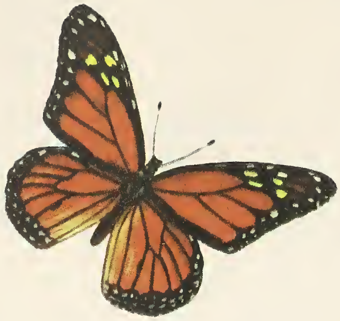
A Ride on Pony
The Mouse and Frisky
Fun in the House

(Use with pages 171–178 in *The Little White House*)

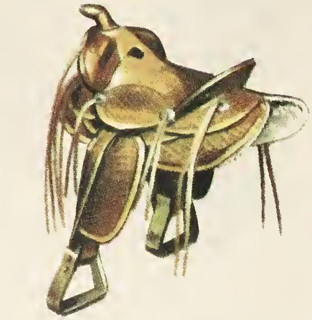
PURPOSES: To review auditory and visual recognition of the initial consonants *b, s, n, g, r, p, d, m;* to promote good speech habits.

DIRECTIONS. First develop the page orally. Direct the children to name the picture in each box and think of its beginning sound. Have them look at the four letters, decide which letter is the beginning sound of the name of the picture, and draw a line from that letter to the picture.

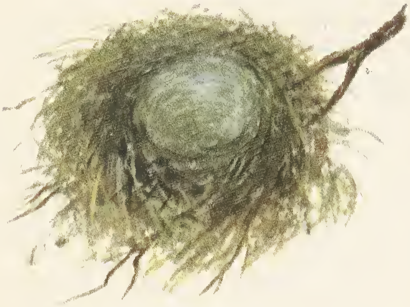
n - - -
d - - -
b - - -
w - - -



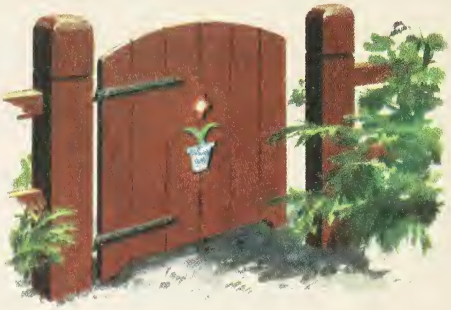
d - - -
h - - -
c - - -
s - - -



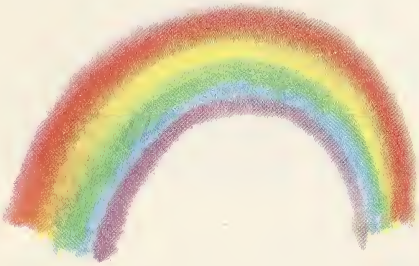
n - - -
s - - -
m - - -
c - - -



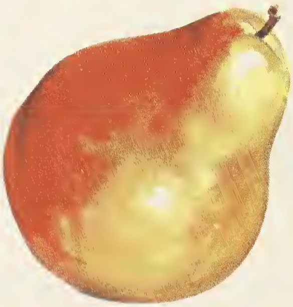
t - - -
g - - -
d - - -
p - - -



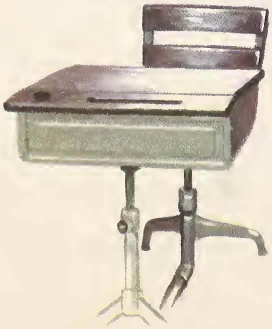
h - - -
r - - -
t - - -
l - - -



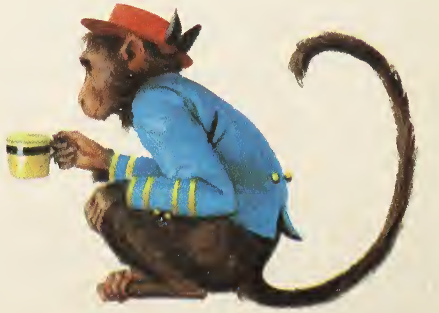
d - - -
t - - -
g - - -
p - - -



p - - -
g - - -
d - - -
b - - -

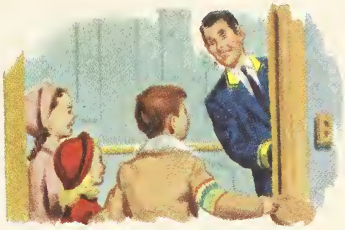


p - - -
w - - -
m - - -
d - - -



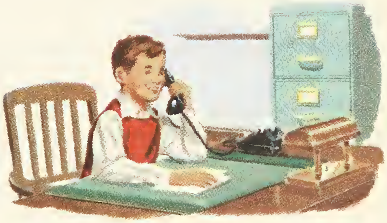
"Up! Up!" called Tom.
"We want to go up, please.
We want to go and see Father."

•



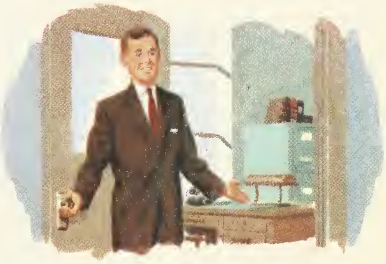
"Come in," called Father.
"Come and see where I work."
"Thank you," said the children.

•



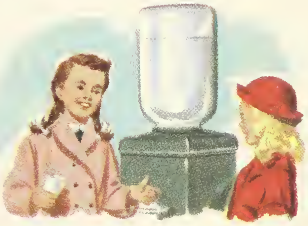
"Here is some water," said Betty.
"Come here, Susan.
Stop and get some water, too."

•



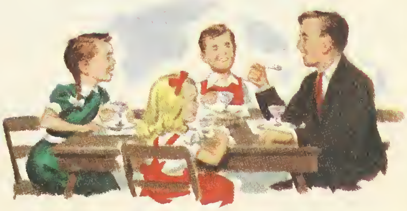
Mother did not come.
But Tom called Mother.
"We are with Father," he said.

•



"Come with me," said Father.
"We will get something to eat.
"Thank you," said the children.

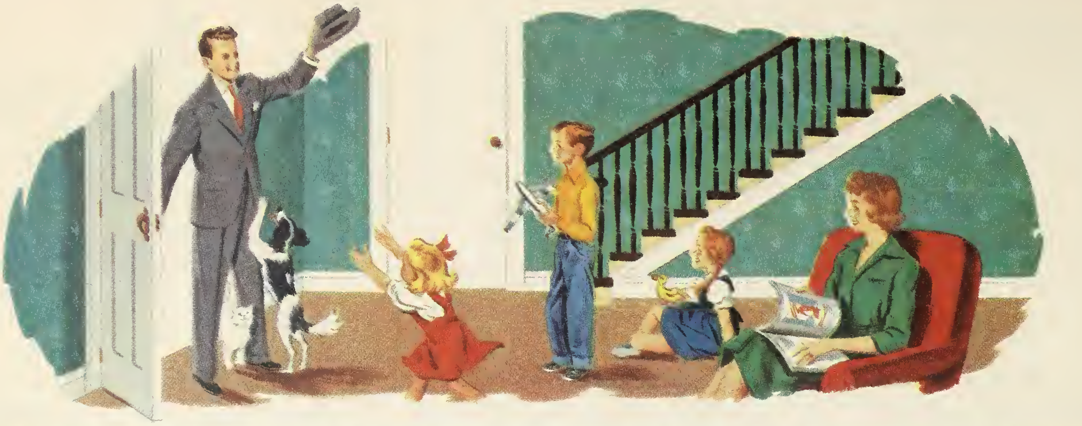
•



PURPOSES: To follow story sequence; to associate text with pictures; to extend experiences and concepts.

line from the dot beside each box to the picture that goes with it. Have the entire story read aloud.

Father Comes Home

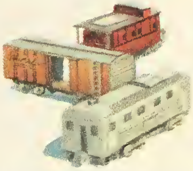
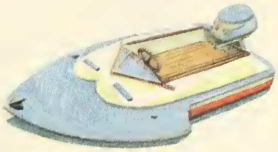


Who runs to Father?	Tom Susan Betty
Who jumped up on Father?	Flip Father Frisky
Who has a big toy airplane?	Tom Betty Susan
Who is in the big red chair?	Father Flip Mother
Who has a yellow toy duck?	Mother Betty Father
Who said, "Mew, mew"?	the pony the dog the kitten

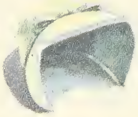
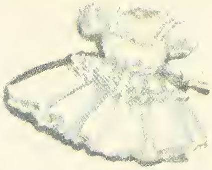
(Use with pages 179—182 in the *Little White House*)
PURPOSE: To use picture clues.

DIRECTIONS: Direct the children to read the question in each row, look at the picture, and draw a line from each question to the correct answer.

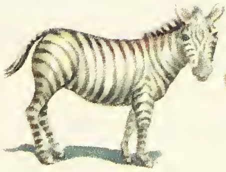
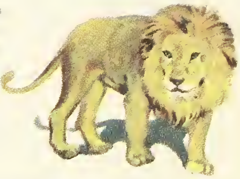
We have a toy train.
It has some toy c- - - - -.

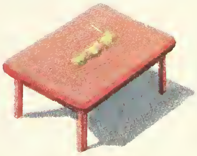
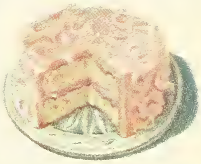
Betty wants something for Patsy.
She wants a little white h- - - - -.

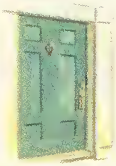
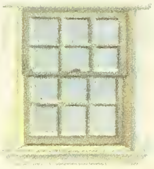
This is big and yellow.
This is a l- - - - -.

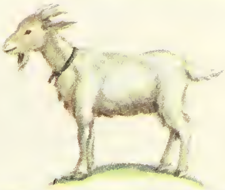
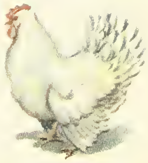
Susan wants to play.
She wants a toy t- - - - -.

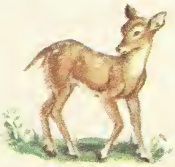
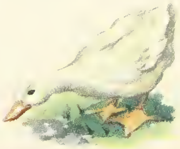
Betty can see Mother come home.
She looks out of the w- - - - -.

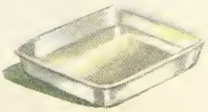
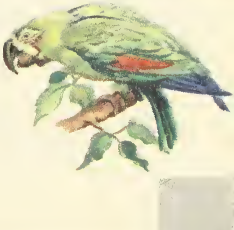
This pet is at the farm.
Uncle Fred likes the little g- - - - -.

The pet said, "Quack! Quack!"
It is a pet d- - - - -.

Betty will make a cake.
She will put it in a p- - - - -.

PURPOSES: To review auditory and visual recognition of the initial consonants *c, h, l, t, w, g, d, p;* to promote good speech habits. Have them look at the pictures at the right and draw a line around the picture which correctly completes the second sentence.

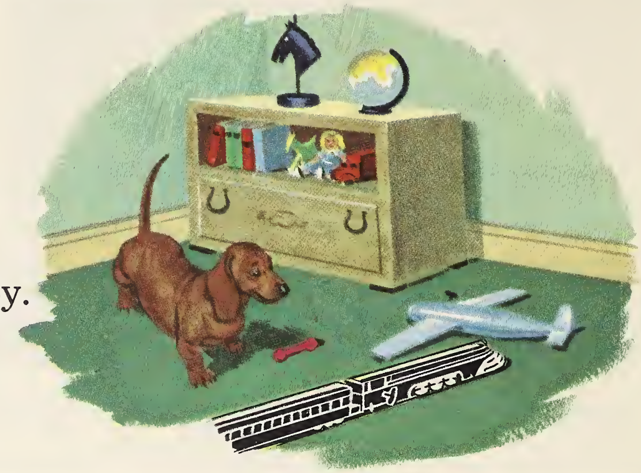
At Nan's House

Put a black X on Nan's pet.

Put a blue X on Jack's toy.

Put a yellow X on the dog's toy.

Put a green X on Nan's toy.



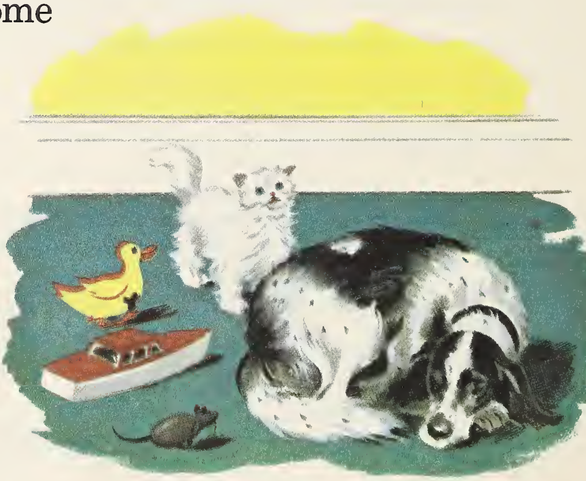
At Home

Put a green X on Frisky's toy.

Put a yellow X on Betty's pet.

Put a red X on Betty's toy.

Put a blue X on Tom's toy.



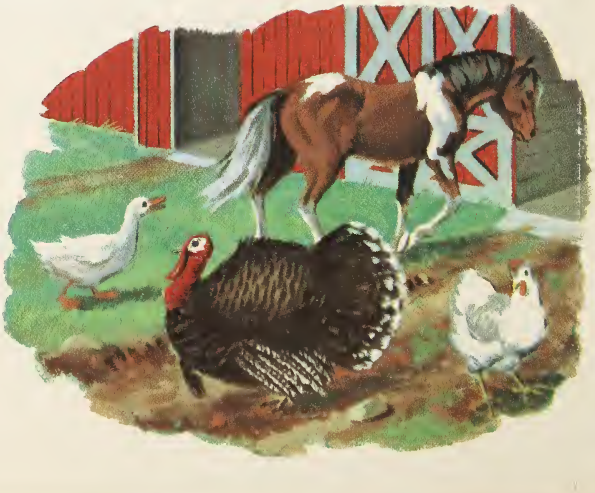
At the Farm

Put a red X on the turkey.

Put a yellow X on the hen.

Put a black X on the duck.

Put a green X on the barn.

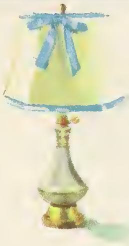


(Use with pages 183–187 in *The Little White House*)
PURPOSES: To follow printed directions; to recall story facts; to review possessive form of nouns.

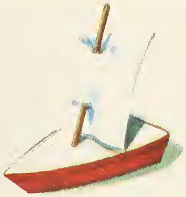
DIRECTIONS: Direct the children to read the sentences in each row, look at the pictures, and follow the printed directions.

of the picture, and draw a ring around that letter.

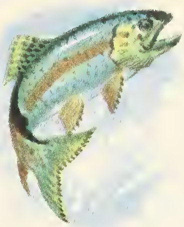
h, p, s, w, m, t, c; to promote good speech habits.



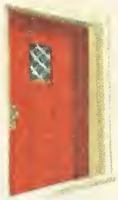
[✓ l] d g h



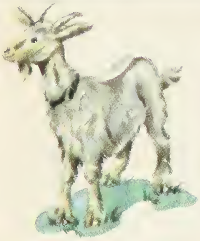
g b d r



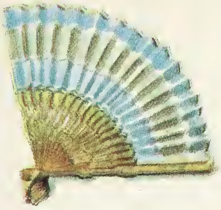
d b h f



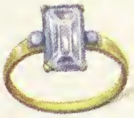
p d g l



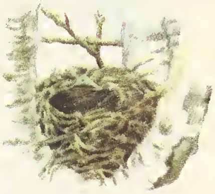
s d g n



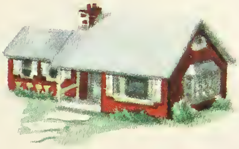
s f d l



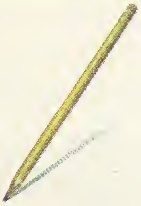
b h r w



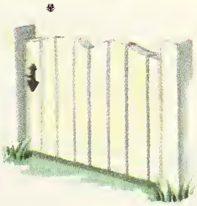
f h n s



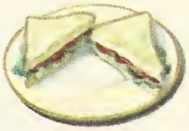
n h m b



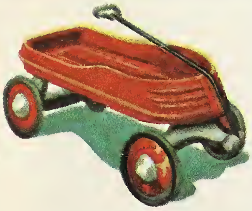
c p l d



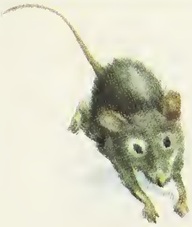
n l d g



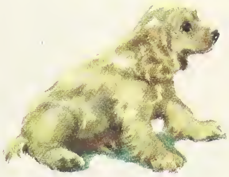
m s f n



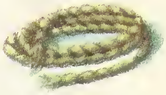
w l g r



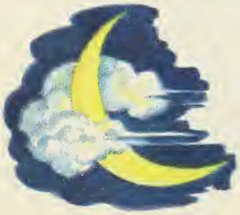
m c s n



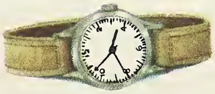
t d g l



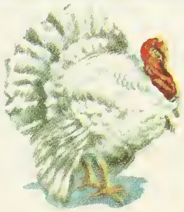
m r n c



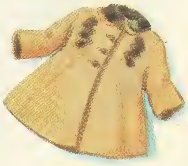
d b m w



p t w d

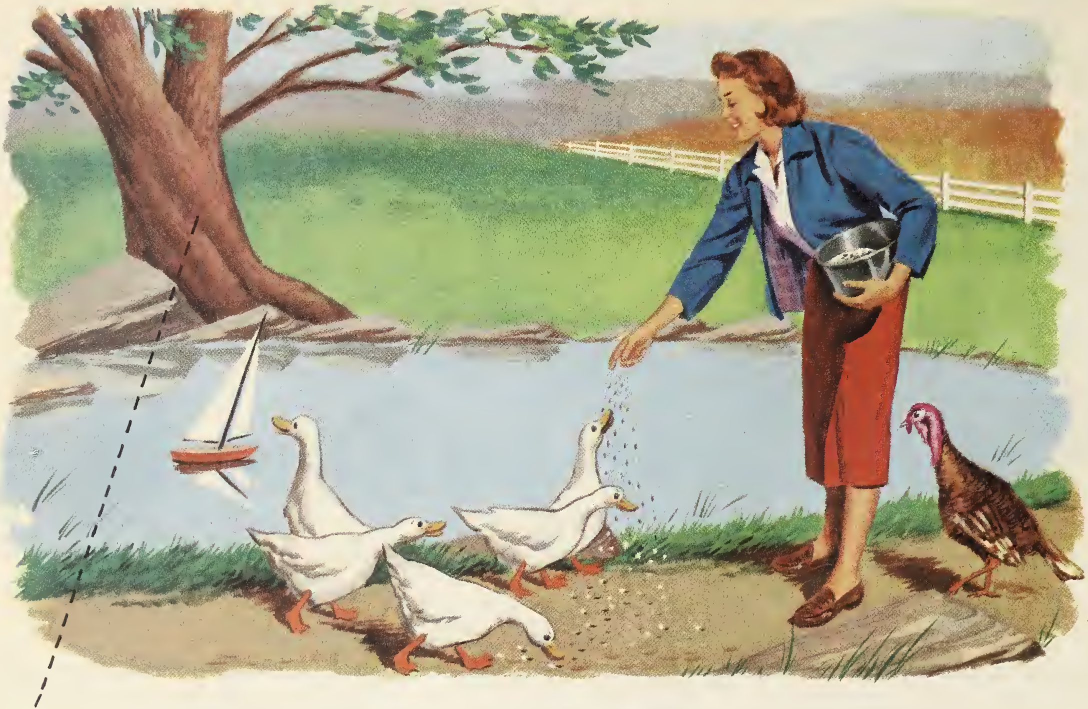


b h d t

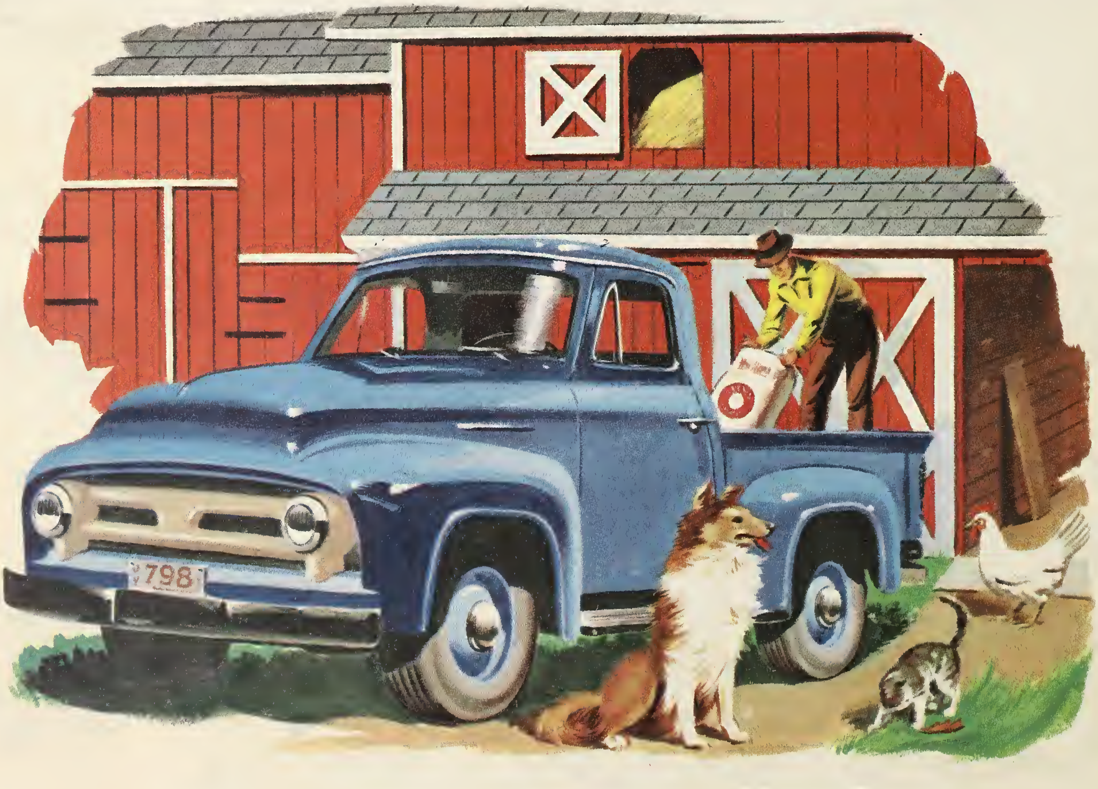


g l f c

At the Farm



tree boat duck Aunt Mary water turkey



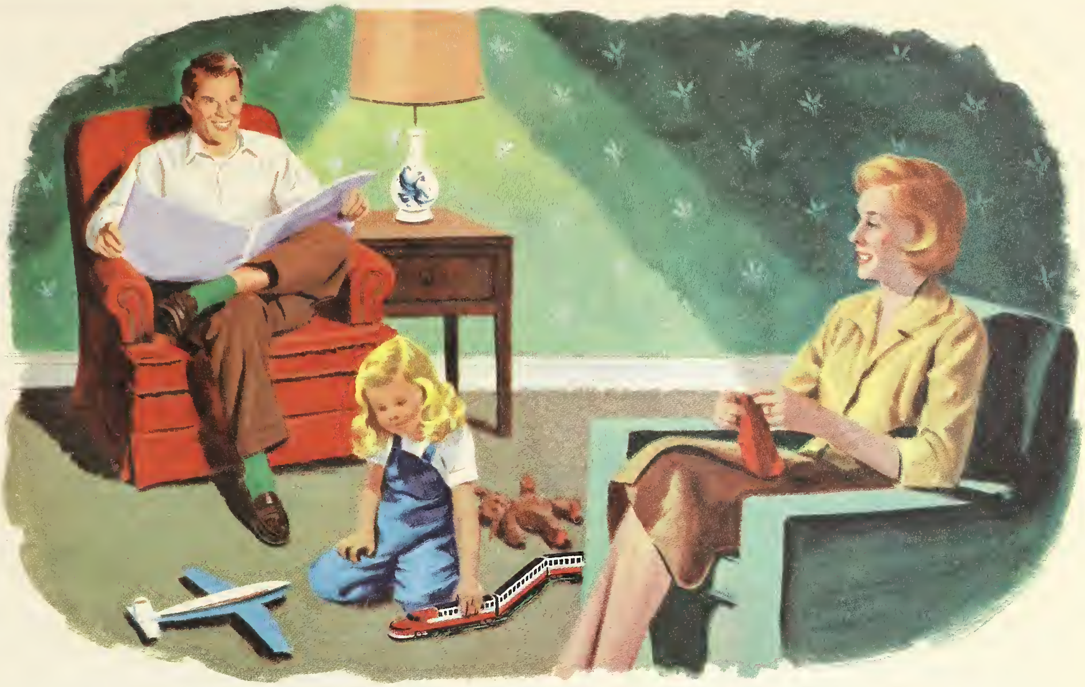
barn truck dog kitten Uncle Fred hen

PURPOSE: To test the recognition of the nouns presented in *The Little White House.*

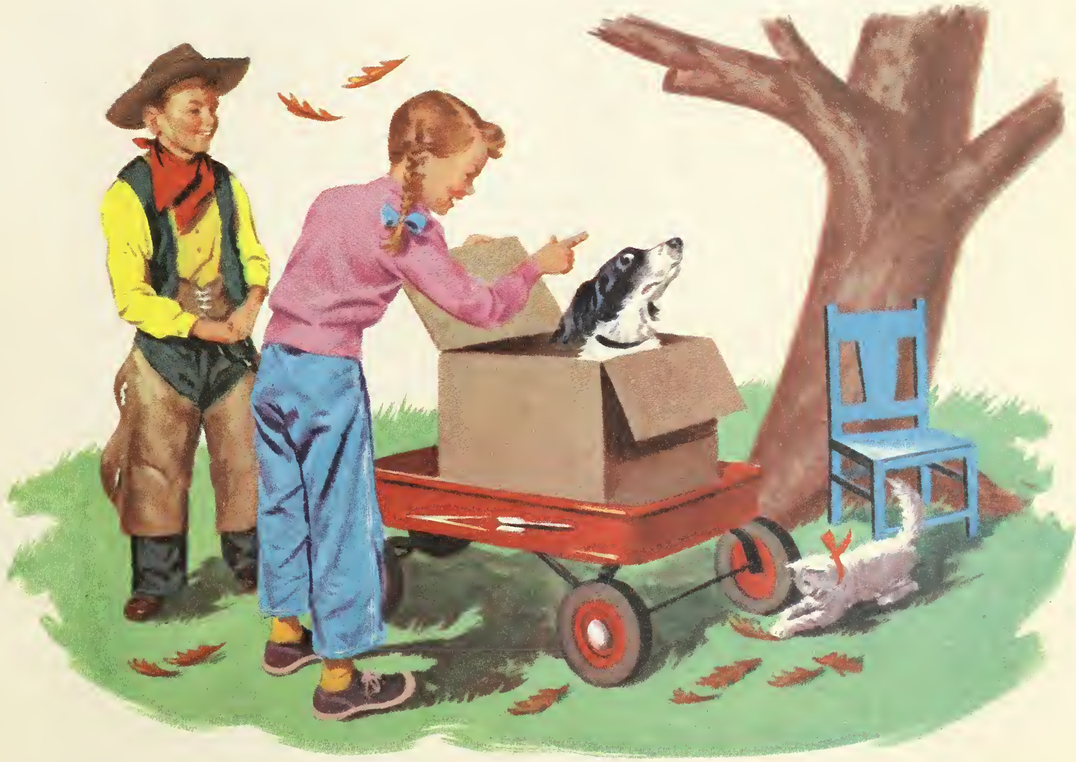
them find the picture of the first word and draw a line from the word to the picture

children to finish the page independently.

children to finish the page independently.



airplane Father Susan Bunny train Mother



Tom Betty Flip wagon Frisky box chair

TO THE TEACHER

1. Sentence Comprehension. The pictures and sentences on this page may serve as a basis for recalling the story family. Have the children underline the words *at* and *home* at the bottom of the page and in the text.

If the children are to complete more than one page during a work period, have them circle the page numbers to remind them which pages to do.

2. Story Comprehension. Review the directional term *find.*

3. Sentence Comprehension; Word Concepts. Explain to the children that there is an extra picture in each row.

4. Initial Consonants. Help the children with the first row by saying, "What words in the row begin with the same sound as the name of the picture? Say, *Betty*, *ball*; *Betty*, *help*; *Betty*, *Bunny*." After the page has been completed help them discover that the words circled begin with the same letter.

5. Following Directions; Word Concepts. Help the children distinguish between the *funny* airplane and the *big* airplane in the first row. Allow them to finish the page independently.

6. Story Comprehension; Picture Clues. Discuss the pictures with the children. Help them notice the difference in clothing worn by Betty and Tom, and discuss the times when children wear "dress-up" and "working" clothes.

7. Initial Consonants. Be sure the children can identify all the pictures correctly. Discuss the correct answers and have the children give other words with the same beginning sound.

8. Story Comprehension; Story Sequence. Allow the children to discuss their favourite toys.

9. Following Directions; Word Concepts. See that the children have *red*, *green*, and *blue* crayons for this exercise.

10. Initial Consonants. Have the children complete the sentence under the key picture and find all the pictures whose names begin with the same sound. Point out that they all begin with the same sound and *letter*.

11. Drawing Conclusions; Details. Discuss the pictures in each row. Help the children find the word clues in each sentence. (1. *funny*, 2. *little*, *paint*, etc.)

12. Drawing Conclusions; Seeing Relationships. After the page has been completed discuss the correct answers with the children.

13. Story Comprehension; Word Concepts. Have the sentences in each box read aloud and ask the children to guess what happened next. Encourage them to express original ideas.

14. Sentence Comprehension. Discuss the meanings of the word *good* as in good behaviour, good food, good time, etc.

15. Initial Consonants. See page 4.

16. Sentence Comprehension. See page 3.

17. Vocabulary Test No. I. The words tested are:

in
are
guess
good

paint
home
ready
white

at
my
box
big

like
colour
now
look

18. Main Idea; Drawing Conclusions. Be sure that the children understand that they must examine all pictures before selecting the correct answer.

19. Dictionary Cards. Sentence Comprehension. Tell the children to draw the lines carefully to the dot before the picture so as not to mar any of the pictures.

20. Dictionary Cards. Following Directions. After finishing page 20, the children may cut out the cards by following the broken lines. Have the children keep them safely in an envelope or box. The cards may be used for individual study and group word games.

21. Initial Consonants. See page 7.

22. Story Comprehension; Details. Have the children read the stories aloud. Help them find the important *word clues* in each story. (1. *hat*, 2. *box*, 3. *tree*, 4. *Bunny*.)

23. Rhyming Elements. After page 24 has been completed, have the children cut the pictures. For extra phonics practice have them find pairs of pictures which *begin* with the same sound. (tent, top, etc.)

24. Following Directions; Details. Help the children with the first row only. Discuss the use of the words *please* and *my* in these stories.

25. Plurals. Help the children discover that adding *s* to known nouns means more than one.

26. Main Idea. After the page has been completed discuss the correct answers with the children. Have them explain why the other choices are incorrect.

27. Initial Consonants. See page 10.

28. Capital and Small-Letter Forms. Supervise the activity in the first box. Help the children to start the second box and allow them to finish the page independently.

29. Picture Clues. Have the children examine the pictures carefully as an aid in answering the question.

30. Drawing Conclusions. Have the children examine the three pictures before answering the question.

31. Dictionary Cards. Making Inferences. Discuss with the children why only one answer is correct.

32. Dictionary Cards. Details; Context Clues. See page 20.

33. Details; Main Idea. A suggested follow-up activity is to have the children draw their own interpretations of each paragraph.

34. Initial Consonants. Have the children name the letters in each box. Help them identify all the pictures.

35. Story Sequence. See page 22. (Word Clues: 1. *white house*, 2. *big truck*, 3. *Mr. Green*, 4. *funny Flip.*)

36. Vocabulary Test No. II. The words tested are:

do
he
bow-wow
Mr. Green
cowboy

mew
away
it
pets
truck

went
will
did
tree
Frisky

please
run
zoom
kitten
hat

37. Following Directions. Point out to the children that the last picture must be coloured to match all the other pictures in the rows.

38. Verb Forms. Help the children discover the change in form and meaning when *s* is added to a known verb.

39. Drawing Conclusions. See page 30.

40. Rhyming Elements. Have the children read the rhymes aloud. Point out that the underlined word in the first sentence rhymes with the name of the correct picture.

41. Dictionary Cards. Making Inferences. See page 31.

42. Dictionary Cards. Drawing Conclusions. Have the children read the story carefully and examine both pictures. Ask, "What do you think happened next?"

43. Word Concepts; Context Clues. Discuss with the children the correct answers and what the pronouns stand for. (1. *She—Betty*, 2. *He—Father*, etc.)

44. Initial Consonants. See page 34.

45. Main Idea. Allow the children to explain and justify their choice of answers.

46. Initial Consonants. Help the children with the first row by saying, "*goat*, *gate*; *goat*, *newspaper*; *goat*, *garden*; *goat*, *garage*.

47. Details; Drawing Conclusions. After the children have completed the page help them find the word clues and draw a line under them. (1. *apples*, 2. *big*, 3. *fast*, 4. *big*.)

48. Word Concepts; Context Clues. See page 43. (1. *They—Tom and Betty*, 2. *She—Betty*, etc.)

49. Initial Consonants. This exercise reviews the key pictures and words with the initial consonant.

50. Main Idea; Context Clues. Discuss with the children why only *one* answer is correct.

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51. Dictionary Cards. Making Inferences. See page 31.

52. Dictionary Cards. Context Clues, Following Directions. See page 20.

53. Possessive Form; Following Directions. Explain the meaning of apostrophe *s* to the children.

54. Vocabulary Test No. III. The words tested are:

birthday
put
with
laughed
wagon
train
fun
party
has
know
candles
store
saw
black
happy
Nan
seven
Uncle Fred
she
where
they
Jack
——
——

55. Word Concepts; Details. Ask the children to use *you* and *your* orally in sentences.

56. Following Directions. On the chalkboard demonstrate how to "put an X on" something.

57. Rhyming Elements. After the page has been completed have the children read aloud the word and the name of the rhyming picture in each box. The words in the boxes may be cut out and pasted in *Words to Know* booklets.

58. Drawing Conclusions. Discuss the pictures and have the story read aloud. Guide them in selecting the correct picture.

59. Main Idea. See page 26.

60. Classifying. Discuss the correct answers with the children. Allow them to add words to each list.

61 and 62. Dictionary Cards. See pages 19 and 20.

63. Story Sequence. Allow the children to dramatize the story creating additional dialogue.

64. Reading Phrases; Making Inferences. Discuss with the children the preparation of meals and the care of farm animals.

65. Initial Consonants. See page 10.

66. Story Comprehension; Details. This page offers opportunity to extend information about turkeys.

67. Drawing Conclusions; Story Sequence. Ask the children, "Who is talking in the first part of the story? The second part? What do you think happened next?"

68. Drawing Conclusions. Emphasize left-to-right sequence. Help the children with the first row only.

69. Word Concepts; Context Clues. See page 43. (1. *They—children*, 2. *He—Tom*, etc.)

70. Configuration; Context Clues. Allow the children to retell the story in their own words. They may enjoy building an experience chart based on this story.

71. Sentence Comprehension; Word Concepts. See page 3.

72. Rhyming Elements. Allow the children to create other rhyming couplets.

73. Vocabulary Test No. IV. The words tested are:

on
thank
take
then
farm
turkey
your
gobble
but
looked
Aunt Mary
barn
too
me
ran
water
children
duck
jumped
eat
called
came
——
——

74. Configuration; Picture Clues. Allow the children to imitate the sounds used on this page and talk about other animal sounds.

75. Initial Consonants. See page 4.

76. Forming Judgments; Word Concepts. Discuss with the children things that are *old* and *new*.

77 and 78. Dictionary Cards. See pages 19 and 20.

79. Plurals. See page 25.

80. Story Sequence. Allow the children to draw additional pictures to go with this story. Have the pictures mounted on a bulletin board.

81. Initial Consonants. In this exercise two of the pictures begin with the correct initial consonant and the third picture is closely related to the context. Tell the children the correct picture will be appropriate to the context and begin with the initial consonant in front of the blank.

82. Main Idea; Story Sequence. The children will enjoy dramatizing this story.

83. Recalling Story Facts. Review with the children the story in the text and have them retell the story in their own words.

84. Phrasing; Word Concepts. Discuss with the children the meaning of *in* and *out* before they work independently.

85. Initial Consonants. See page 81.

86. Recalling Story Facts. Some children may need to reread the stories in the text pages 136–146 before working independently. A follow-up activity is to prove their answer by the text and pictures in *The Little White House.*

87. Verb Forms. Have the children read the story aloud substituting the correct word for the blank. Ask, "Why is this a funny story?"

88. Initial Consonants. See page 81.

89 and 90. Dictionary Cards. Making Inferences. See pages 31 and 20.

91. Following Directions. Conduct an oral discussion around the story of bread.

92. Initial Consonants. See page 81.

93. Recalling Story Facts. Review the sequence of *Little Red Hen* on pages 153–159 before the children work independently. Allow the children to make their own illustrations of this story.

94. Seeing Relationships. Have the children draw an extra picture for each sentence in Rows I and II.

95. Picture Clues; Word Concepts. After the exercise, have the questions and both answers read aloud, and lead the children to explain reasons for their choice in each case.

96. Rhyming Elements. See page 72.

97 and 98. Dictionary Cards. See pages 19 and 20.

99. Vocabulary Test No. V. The words tested are:

new
yellow
walked
mouse
wheat
walk
out
who
boat
mill
quack
of
plant
dog
bread
race
some
yes
hen
duck

100. Rhyming Elements. See page 72.

101. Forming Judgments. Allow the children to play a game creating new statements that are either *true* or *false.*

102. Possessive Form; Following Directions. See page 53.

103. Main Idea. See page 26.

104. Initial Consonants. See page 34.

105. Story Sequence. Have the children retell the story in sequence. Ask, "What happened first? Next?" etc.

106. Picture Clues. See page 29.

107. Initial Consonants. Remind the children that the name of the correct picture will begin with the initial consonant in front of the blank. Tell them that the pictures are related but only one begins with the correct initial consonant.

108. Following Directions; Recalling Story Facts. Discuss with the children the titles in each row and allow them to work independently.

109. Review Initial Consonants. This may serve as a diagnostic test. The weaknesses of individuals and groups may be discovered and reteaching or further practice planned accordingly. See Index to Skills on Front Cover for exercises on initial consonants.

110 and 111. Vocabulary Test No. VI. Discuss the group pictures on these test pages and allow the children to work independently.

Illustrations by Ed Gordon, Bruce Howson, Elizabeth [illegible]r, Margo Pisillo, Ray Quigley, and Leo Harrington.

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